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FIFTH GRADE

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HANDBOOK OF LESSONS

IN

Physical Training and Games

FOR THE

Philadelphia Public Schools

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MARTIN G. BRUMBAUGH, Ph. D., LL. D.

Superintendent of Schools

THIS COURSE OF STUDY WAS PREPARED BY

**WILLIAM A. STECHER**

Director of Physical Education

Under the direction of the Superintendent of Schools, and  
is issued by the authority of the

**BOARD OF PUBLIC EDUCATION**

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It must not be taken from

**Grade** \_\_\_\_\_ **School** \_\_\_\_\_

*Principal will fill in Grade and Name of School*

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# HANDBOOK OF Lessons in Physical Training

FOR THE FIFTH GRADE

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## PREFACE

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### THE OBJECTS OF SCHOOL GYMNASTICS

Gymnastics, or physical training, is the regulated and supervised practice of muscular exercise, under conditions that tend to promote the health of the pupils, insure normal growth, and to develop and discipline their motor powers.

The aims of this training are two-fold, namely: hygienic and educational; health-producing and habit-producing.

Viewed as to its physical effects, gymnastics produces health and hardiness. By combating and alleviating unhygienic school conditions, like impure air, bad light, improper sitting and standing, long periods of physical inactivity, it increases health. It cultivates and develops strength and it increases organic vigor. By increasing coördination, it promotes quickness and skill. It cultivates endurance, and strives for beauty of form. By its combination of strength and coördination, it produces beauty of motion—*i. e.*, grace.

Viewed as to its educational, habit-producing effects, school gymnastics promotes obedience, exactness and order. It trains for alertness, quick perception and quick reaction. It strengthens the will power. It awakens an appreciation of the beautiful in form and motion. In its competitive forms, it leads to self-control, self-denial, loyalty to leaders, and it awakens and promotes morality.

### WORK FOR THE FIFTH GRADE

The gymnastic work in this grade is based on that of the preceding four grades. Two complete sets of exercises are presented for the Fifth Grade, *i. e.*:

(A) Free exercises for schools that must exercise in their rooms; and

(B) Wand exercises for schools that can use corridors, basements, or yards for their gymnastics.

Exercises with hand apparatus like wands, dumbbells, and clubs have purposely been reserved for the grammar grades. While some exercises



with hand apparatus might with perfect propriety be given in the lower grades, this hand-book makes use of the educational principle that important facts, in order to be retained should be presented to pupils often. Gymnastically this means that effective exercises and valuable co-ordinations should be presented to pupils repeatedly. This is done by using wands, dumbbells, and clubs in the upper grades, so that valuable and effective movements may be used again, but in different forms.

## LESSON SCHEME

Gymnastics performed in classrooms and corridors must of necessity be of a rather limited range, confining itself to calisthenics, rather simple dancing steps and tactics. Extensive running, hopping and games can be introduced only in yard lessons. In yards that are suitably equipped, apparatus work and also track and field work should, therefore, be taken as frequently as possible. During all lessons one must never lose sight of the fact, that if the 15 minutes devoted to gymnastics are to be of value to the pupils they must be filled by well directed, vigorous work.

The arrangement of room lessons in this hand-book, is as follows:

1. *Introductory movements* intended to bring about increased circulation and respiration in the shortest time.
2. *Exercises of the Head* having as their object (a) the strengthening of those muscles of the neck contributing to an improved carriage of the head, and (b) an increase of nervous control necessary to bring about an improved position of the head.
3. *Exercises of the Arms* whose chief aim is to strengthen the muscles of the shoulder girdle and to strengthen the arms.
4. *Exercises of the Trunk* having as their purpose (a) the strengthening of those trunk muscles conducing to an upright carriage, (b) an increase of nervous control necessary to achieve an improved posture, and (c) an increased mobility of the spine.
5. *Exercises of the Legs* devised to improve posture by strengthening the muscles of the trunk, as well as of the legs, and designed to give increased control so that an improved posture may easily be retained.
6. *Dancing Steps* with the intent, by the cultivation of general co-ordination, to increase skill, grace of motion and beauty of posture.
7. *Tactics* used to arouse attention and to cultivate prompt response and ready obedience.



The arrangement of a yard lesson should be as follows:

(See lessons 15 and 16, pages 37 and 38, for typical lessons.)

1. *A Short Run.*
2. *Exercises of the Arms* (or Tactics).
3. *Exercises of the Trunk.*
4. *Exercises in Hopping* (or Jumping, or Dancing Steps).
5. *A Game.*

The exercises for the arms and trunk, the dancing steps, as well as the marching, should be taken from the lesson just being learned.

If a yard is equipped with gymnastic apparatus, this should be used twice a week. A lesson there will consist of:

1. *A Running Game of a vigorous type.*
2. *Apparatus Work.*

**TIME:** Fifteen minutes daily are to be devoted to formal gymnastics. Principals will determine the time of the day the exercises are to be performed. The regular recess-time must not be used for this work.

**NEW LESSONS:** New lessons should be begun every two weeks. There is a steady progression from the first to the eighth grade, also in the lessons of each grade. The coördinations of a lesson must, therefore, be well learned before those of a new lesson are attempted. After the new movements of a lesson have been learned the exercises of former lessons should often be repeated. This will give a greater variety of movements, and also permit the coördinations of former lessons to be reviewed again.

At the time of tests or examinations no new work should be attempted.

**SUPPLEMENTARY AIDS.** The formal work as presented in the regular lessons must be augmented by suitable yard games to be played at recess and, whenever possible, before and after school. A simple equipment of the schoolyard with gymnastic and play-apparatus will add to the effectiveness of this part of the work. A further supplement to the work is an arrangement of "steps" (the so-called "fancy steps") as simple roundels which may be performed in corridors, halls or suitable basements after school or at other suitable hours to the accompaniment of music. (*See the work of Grades III and IV for additional roundels.*)

Recreation drills are a further addition at the command of the teacher to put his class into a better physical condition, see pages 20 to 22; and lastly, conscious, sustained effort should be made to interest girls as well as boys to participate in all kinds of healthful out-door activities suited to the seasons, like swimming, skating, tramping, etc.

**PLACE:** Wherever possible the lessons in physical training should not be given in the class room. By preference the places for this work are (1) the schoolyard, (2) the corridors, halls or basements, (3) the school rooms.

**NOTE.**—Unless a room is very clean, the steps, as regular exercises, should not be performed in the classroom.

The conditions on the upper floors of certain buildings may make it advisable to omit parts of the formal lessons. The exercises omitted under such conditions should be practiced when good weather allows classes to exercise in the yard.

**DISPOSITION OF A CLASS THAT DOES NOT EXERCISE IN ITS ROOM:** At the command "*Gymnastics, sit—erect*" the pupils will sit erect. In a class composed of boys and girls the next command is "*Boys—stand.*" The boys rise quickly and quietly, and stand in the middle of the aisle. At the command "*Form twos—march*" they march to the front of the room, form ranks of two, ranged according to height, the smallest boys in front. The girls then rise and form a column of twos at the side of the room. (After a few trials this formation can easily be made within one minute's time.) (Fig. 1.) The columns then march to the corridor or playground, each rank keeping "full distance" from the one in front, that is, it must be arm's length from that in front. (In schools having only boys or only girls the pupils form in the same manner, the teacher first dividing the class into two sections.)

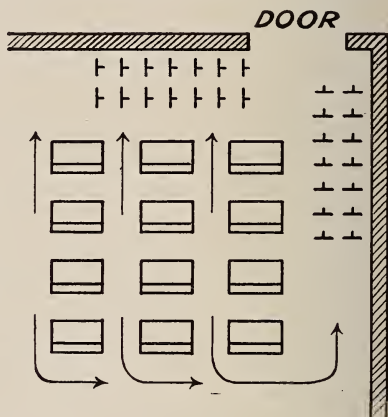


Figure 1

**TAKING DISTANCE:** In order to gain enough space to perform gymnastic exercises the ranks must be opened. At the command "*Open ranks to the left—march*" distance is taken as follows: The pupils standing at the right end of each rank remain in place, the rest take side steps left, all gradually raising their arms sideward until they have "full distance," i. e., until they do not touch their neighbors. (Fig. 2.) At the close of the lesson the ranks are closed at the command "*Close ranks to the right—march.*" The class then returns to its room. (The ranks may also be opened from the center. Opening the ranks sideward from the center is the easiest manner, and should therefore be used in the lowest grades.)



Figure 2

**NOTE.**—Teachers must appoint window monitors, who will see that the windows are opened for ventilation while the class is out of the room.

**ARRANGING A CLASS THAT EXERCISES IN ITS ROOM:** At the command "*Gymnastics, sit—erect*" the pupils will sit erect. At the command "*Class—stand*" the pupils rise quickly and quietly, and stand in the middle of the aisles. In order to get the space necessary for exercising, the command is given, "*Take distance—march.*" The pupils hereupon raise their arms forward and move forward or backward until they have sufficient room. In order that pupils may have ample distance it is advisable to use all the free space at the front and back of the room. At the close of the lesson the pupils return to their places in the aisles at the command "*To your desks—march.*" The command, "*Class—be seated*" brings all into their regular seats.

**NOTE.**—Teachers must appoint window monitors, who will, at the beginning of the lesson, open the windows for ventilation, and, after the lesson, close them.

**VENTILATION:** Sufficient ventilation under all conditions is still an unsolved problem, even in most modern schools. In the greater number of schoolrooms the quickest and most effective way of getting fresh air is to open the windows as often as conditions demand it. Naturally, outdoor temperature will determine the time and the degree of this manner of ventilation. Manual work, singing, etc., increase respiration, and call for an increase of fresh air. Gymnastics does this to a still greater degree. Under no circumstances, therefore, should gymnastics be performed in a room that does not give the pupils a greatly increased supply of fresh air.

**COMMANDS:** There are two kinds of commands, the preparatory and the executive. The preparatory command tells the pupils the movement to be performed. A slight pause follows this, giving the children time fully to understand what they are to do. No movement must be allowed during this pause. The executive command now follows, distinctly and sharply, calling for instant vigorous action.

**NOTE 1.**—The execution of a movement is governed by the manner in which the command is given. The teacher's voice, therefore, is all-important. Indicate by your voice that you expect and must have accuracy and promptness in the movement. Use a natural light tone, never too loud.

**NOTE 2.**—As a rule, a slight pause is made between the preparatory and the executive command; if, however, gymnastics is used to shorten reaction time, to train for quick thinking, the executive command should quickly follow the preparatory.

**Manner of Commanding.**—Example No. 1, using the verb as the executive command:

"Hands on hips—(pause)—place."

"Hands—(pause)—lower."

Example No. 2, using a full sentence to explain the exercise in the preparatory command, and then using a numeral as the executive command:

"Raise the arms forward—(pause)—one."

"Lower the arms—(pause)—two."



**METHOD OF TEACHING:** All free exercises must first be taken several times as positions,—*i. e.*, upon command. After the pupils perform each separate movement of an exercise correctly, the complete exercise must then be taken rhythmically, *i. e.*, “in time.” Every exercise must be performed in rhythm a sufficient number of times until the effect sought by this particular exercise has been gained.

Example No. 1.—The class is to perform the following exercise of grade 1, lesson 1.

*Hands on hips—(place).* Lower the head forward—1; raise the head—2.

The words in *italics* designate the “starting position,” *i. e.*, the position the exercise is to begin from.

First command: Hands on hips—place. This brings the pupils into the starting position for this particular exercise, and they are now ready to begin.

Second command: Lower the head forward—one. The teacher now corrects faulty positions.

Third command: Raise the head—two. The necessary corrections are again made.

The movements are now repeated several times upon command with the express purpose of gaining correct, prompt and vigorous response to the given command.

Now, after the movements are understood, and after the response is good, the exercise must be repeated rhythmically—in time—a goodly number of times, the command being as follows:

Fourth command: In time—begin. Now, count 1—2, 1—2, 1—2, etc., and when ready to stop, 1—halt.

Fifth command: Hands—lower. This brings the pupils back to the fundamental position, and they are now ready to take up the second exercise in like manner.

**NOTE 1.**—Do not attempt to teach a complete new lesson at once. When the time comes to begin a new lesson, on the first day take only the first new movement. (As you become more proficient you may be able to take two or three new movements). During the rest of the gymnastic period repeat the exercises of the previous lesson. The next day take up an additional new movement, and so on until the lesson is learned.

**NOTE 2.**—Criticism is best given in a general way while keeping the entire class at work. Avoid, as much as possible, giving individual criticism. Work for class spirit in the matter of promptness, and the individual laggard will soon fall in. Do not make the worst conspicuous by calling attention to it, but make the best popular by at times calling particular attention to exercises well done.

**NOTE 3.**—Pupils are not to execute an exercise while it is being demonstrated by the teacher, but always by command.

Never allow an exercise to degenerate into an aimless, purposeless drill, but keep the pupils striving toward some definite, stated improvement.

In the following, *Example No. 2*, the method of teaching a more complicated exercise is described. The class is to perform the following exercise: *Stride left forward, and hands on hips—(place).*

Straighten the arms forward—1; return—2; lower the trunk forward—3; return—4.

The words in *italics* designate the starting position, *i. e.*, the position the exercise is to begin from.

First command: Hands on hips—place.

Second command: Left forward—stride; or combine the placing of hands on hips, with the stride left forward as one movement. The pupils are now in the starting position and are ready to begin.

Third command: Straighten the arms forward—one. Now make your corrections, see that the arms are shoulder-high, that the palms are turned inward, that the chest and the head are held high, etc.

Fourth command: Replace the hands—two. Again make your corrections.

Fifth command: Lower the trunk forward—three. See that the backs are straight and that the lowering is to a good depth, and that the head is in line with the body.

Sixth command: Raise the trunk—four. Repeat these movements, several times, upon command.

Now, after the separate parts of the exercise have been executed properly the whole exercise must be repeated rhythmically a sufficient number of times.

Seventh command: In time—begin. Now, count 1—2—3—4, 1—2—3—4, etc., and the last time 1—2—3—halt.

To bring the pupils back to the fundamental position the last command will be: Lower the hands, and the left foot—replace.

When exercising “in time” always use as many counts as the exercise has parts. For example, in an exercise with two parts count 1-2, 1-2, etc., not 1-2-3-4-5-6-7-halt; or in an exercise with four parts count 1-2-3-4, etc., not 1-2, 1-2.

After this take up the next exercise in the same manner.

NOTE.—In order to shorten commands the following substitutions are used. When used in a command, “return” means to resume the starting position, that is, the position the exercise was begun from. The word “reverse” used as the third command in a four-count movement means to reverse the preceding movement, *e. g.*, hands on shoulders and stride left sideward—1; bend the trunk left—2; reverse—3 (*i. e.*, straighten the trunk); return—4 (*i. e.*, lower the arms and replace the left foot).

If a combined exercise, that is, an exercise employing two different parts of the body at the same time, appears too difficult for a class, it may be advisable to teach the separate parts singly before attempting the exercise in the prescribed form,—*i. e.*, first perform the arm movements in rhythm; then the movements of the other parts of the body, and lastly, the combined movements.

**MANNER OF EXECUTION:** In order to do most good, a lesson in gymnastics must be taught in a live, energetic and spirited manner. Arm exercises should generally be executed in a brisk rhythm, while exercises of the head and trunk should be performed in a slower rhythm, but, nevertheless, with a full, strong contraction of the working muscles. Leg exercises may be either slow or fast (according to the effect sought.) Leg exercises should often be used as balance-movements,—*i. e.*, as positions taken only upon command. The dancing steps should be performed in a rounded, graceful manner, especial attention being given to a “finished” execution. Tactics call for brisk, exact and simultaneous action by the whole class.

Teachers will get better results if the lessons are taught without the use of the text-book. This is not so formidable as it seems, for in all lessons the exercises are arranged in the same general order,—*i. e.*, (1) introductory movements, (2) exercises of the head, (3) arms, (4) trunk, (5) legs, then come (6) steps, and (7) tactics.

**DEEP BREATHING:** If the regular exercises are taken vigorously and a reasonable number of times, deep breathing will be induced. Should an occasion present itself, especially when exercises are taken outdoors, deep breathing, with suitable arm or trunk movements, should be practiced as a separate exercise. In combining free exercises with deep breathing care must be taken to inhale when exercises are performed that raise the chest, and to exhale when the walls of the chest are being compressed. Breathing must never be suppressed during an exercise, as the more vigorous a movement is, the more will deep breathing be necessary.

See that the pupils' mouths are closed while they are exercising or running. If a child cannot breathe through its nose the school physician should be consulted.

**EXCUSES:** No pupil will permanently be excused from gymnastics until a written excuse of the examining physician, stating definitely why the pupil should be excused, has been accepted by the Director of Physical Education. Principals will please send all such excuses to the director. Temporary excuses for sufficient reasons may be granted by principals or class teachers.

**GYMNASTIC GAMES:** During favorable weather at least one-half of the time reserved for gymnastics must be devoted to class games. As a rule they should be played in the open air. A number of games suitable for the limited space in most school yards has been selected for each grade. If the class teachers do not understand those selected, the special teachers will teach them.

In selecting games, teachers are advised to choose those requiring running or hopping, as they are of greater hygienic value than those of a quieter nature. Preference should also be given to games actively employing many pupils at the same time.

**RECREATION DRILLS:** Prolonged sitting, even with most active brain work, will result in an increasing slowness of the blood-flow. This is followed by decreased power of attention and increased restlessness. The recreation drills on pages 20 to 22 are active means for combating these evils. A few minutes devoted to these drills is time well invested, resulting in increased mental freshness. Age of pupils, lack of ventilation and other school conditions may make it profitable for the teacher to use these relief measures every hour, or oftener. The time devoted to these recreation drills must not be deducted from the time to be given to the formal lessons. These drills are composed mainly of exercises that vigorously work the large muscle-masses of the body. They are intended to counteract the detrimental effects of prolonged sitting or stooping. The selections are such that the exercises may be taken in any classroom. The windows must be opened, and pupils standing near windows should face these. If a classroom is favorably located a run of a minute's duration in the school-



yard—no attempt being made to keep step—will also give the desired relief, with the added benefit of more fresh air and changed surroundings.

NOTE.—Distinguish clearly between the effects sought by the formal lessons, and the recreation drills, games or roundels. The aims of the formal lessons are educational, demanding instant execution in the best form, when the command is given. The other work is recreative, allowing the greatest freedom to the pupils. For this reason it is better not to use the regular formal lessons as a recreation drill.

**YARD LESSONS:** A lesson given in the schoolyard must have exercises in hopping, jumping or running; also a game.

If a yard is equipped with gymnastic apparatus, this should be used twice a week.

During warm weather decrease the time per week devoted to free exercises, steps and tactics, and increase the time for games and apparatus work. Orders relating to the arrangement of the class for the games or at the apparatus should be given while the pupils are still seated, so that no time is lost when the class is in the yard.

**APPARATUS WORK:** Schools that have apparatus will receive instructions in its use from the special teachers. It is advised not to install new apparatus of any kind without first conferring with the Director of Physical Education.

*Illustrations of Correct and Faulty Positions.* On the next four pages a number of the fundamental positions are shown as they should be executed, also the incorrect forms often found. Some of the figures are taken from “*Haltungs-Vorbilder*” by Schmidt and Moeller; some from “*Wall-Pictures of the Gymnastic Society of Denmark*,” and some are original drawings.



CORRECT POSITION

1. *The Fundamental Standing Position.* The weight of the body should be on the balls of the feet, the hips are drawn back, the chest is held well forward, the head is erect, with the chin drawn in.

Common faults are a pushing forward of the hips and of the chin, and an exaggerated pulling back of the shoulders.



INCORRECT POSITION



CORRECT POSITION

2. *Lower the Head Backward.* The movement consists of a vigorous backward pulling of the head, the chin being held in.

The common fault is to let this exercise consist of a mere tilting backward of the head, with the chin up in the air.



INCORRECT POSITION



CORRECT POSITION

3. *Raise the Arms Upward.* The body is as in the fundamental position except that the arms are raised directly upward, and are fully extended.

Common faults are the pushing forward of the abdomen and of the head, and an incomplete extension of the arms.



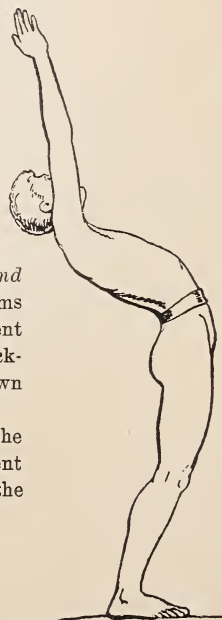
INCORRECT POSITION



CORRECT POSITION

4. *Raise the Arms Upward and Bend the Trunk Backward.* After the arms are raised upward, the trunk is bent backward, the arms following the backward movement. The chin must be drawn in, and the chest held high.

Common faults are a sinking of the chest, an incomplete backward movement of the arms, and a slight bending of the knees.



INCORRECT POSITION



CORRECT POSITION



INCORRECT POSITION

5. *Lower the Trunk and Arms Forward.* The lowering of the trunk must be from the hips. The head should be in line with the trunk, the chin drawn in and the arms pointing directly downward.

Common faults are the bending of the spine, dropping of the head, and slightly bending the knees.



CORRECT POSITION



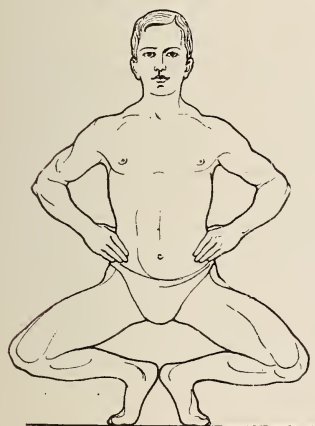
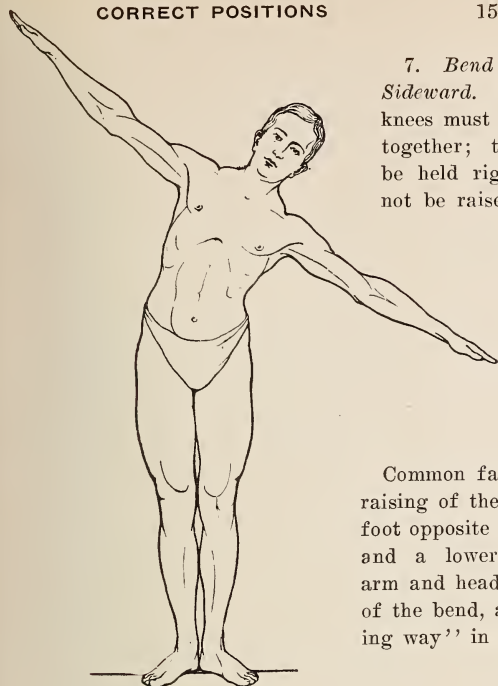
INCORRECT POSITION

6. *Lower the Trunk Forward and Raise the Arms Upward.* The arms must be raised and held in line with the trunk by a vigorous contraction of the muscles of the shoulder and back. The head must be held up and between the arms.

Common faults are the dropping of the arms, and a relaxation of the muscles of the back and legs.

7. *Bend the Trunk Sideward.* The heels and knees must be held firmly together; the arms must be held rigid, and must not be raised or lowered.

Common faults are the raising of the heel of the foot opposite to the bend, and a lowering of the arm and head to the side of the bend, also a "giving way" in the knees.



8. *Bend the Knees.* The trunk and head must be held upright. The heels are locked and are raised from the floor; the knees are turned outward.



Common faults are a stooping forward, a forward lowering of the head, and a failure to raise the heels and to keep the heels locked.





## APPENDIX I

## EXERCISES IN HOPPING AND JUMPING

Where it is possible, most certainly in the yards, several hopping and jumping exercises should be given in every gymnastic lesson. A few typical yard lessons, showing how these exercises are to be taught, follow the regular lessons. The following exercises will give the class teacher an ample list to select from.

**HOPPING ON BOTH FEET.** The hands may be placed on the hips. The movements are to be performed from eight to sixteen times.

1. Hop on place.
2. Hop to a side-stride—1; position (feet closed)—2.
3. Hop to a side-stride—1; hop to a position with crossed legs—2.
4. Hop to a side-stride—1; crossed legs—2; side-stride—3; position—4.
5. Hop to a cross-stride, left forward—1; position—2.
6. Exercise 5 right forward.
7. Hop to a cross-stride left forward—1; right forward—2; left forward—3; position—4.

These exercises may be varied and made more difficult by introducing quarter and half-turns after every four or two hops.

**HOPPING ON ONE FOOT.** The knuckles may be placed on the hips.

1. Hop on the left foot, the sole of the right foot placed against the calf of the left leg.
2. The same exercise right.
3. Hop twice on the left foot 1—2; then twice on the right 3—4.
4. Hop on the left foot, slightly raising the right leg sideward.
5. The same exercise right.
6. Combine exercises 4 and 5, changing from foot to foot on each hop.



7. Combine exercises 3 and 6; *i. e.*, Hop twice on the left foot, placing the right foot against the left leg 1—2; the same exercise right 3—4; then hop left, right, left and right raising the opposite leg sideward 5—8.
8. Hop four times left, on the first hop raise the right heel (against the calf of the left leg); on the second straighten the right leg forward; on the third resume the first position; on the fourth close the feet.
9. The same exercise hopping right.
10. The same exercise alternating left and right.
11. As exercises 8, 9 and 10, but placing the right foot forward on the first and third counts and raising the leg on second.

### JUMPING UPWARD, FROM BOTH FEET

1. Raise the arms forward and raise the heels—1; swing the arms down and backward bending the knees—2; swing the arms fore-upward, jumping upward—3; swing the arms down and backward, bending the knees—4; straighten the legs, lower the heels and arms—5. (The fourth count immediately follows the third.)
2. As exercise 1, side-striding during the jump; also with cross-striding, crossing the legs, raising the knees, or the feet backward during the jump.

These jumps may also be taken with quarter or half turns.

### JUMPING FORWARD, FROM BOTH FEET

3. As exercise 1 of jumping upward, except that the jump and arm-swing shall be forward.
- The forward jump may be taken with all the leg movements enumerated above, also with quarter and half turns.

### JUMPING FORWARD, FROM ONE FOOT.

4. Step left forward, raising the arms backward—1; jump forward swinging the arms and right leg forward—2; knee-bend, the arms remaining forward—3; straighten the legs, lower the heels and arms—4. (The third count immediately follows the second.)
5. The same exercise stepping right forward.
6. Three quick steps forward and a jump. Practice this, beginning and jumping left as well as right.
7. As exercise 6 with quarter and half turns. When jumping off the left foot, the turn is left and vice versa.

## APPENDIX II

## GYMNASTIC GAMES

Arranged for eight grades. Games marked with an (R) can also be played in the school room.

A rather large selection of good school games is presented, so that every school may find a sufficient number of good, lively games, suited to its yard space. A few new games should be taught during each year, so that at the end of its school-life every child should thoroughly understand a number of real gymnastic games. (What children need is not an infinite number of games, but sufficient time and space to play a few good games suited to their age.)

The games enumerated here are described in the work of the respective grades.

## I GRADE.

Cat and Mouse,

What are you doing in my garden?

Running Races (over short distances),

Hand Tag, (R)

Squatting Tag, (R)

Skipping Tag, (R)

Follow the Leader, (R)

Long Jumping Rope, (R)

*Ball Games.*

Bean Bags, (R)

(a) Toss Up and Catch,

(b) Toss to a Partner,

(c) Combine a and b,

(d) Teacher,

Bound Ball. (R)

## II GRADE.

All of the games of Grade I may be played.

Cat and Mouse, in two concentric circles,

Cat and Mouse, with two cats,

Change Tag,

Catch Me,

Spin the Plate, or Catch the Wand, (R)

Jacob, Where Are You? (R)

Long Jumping Rope, (R)

Jump Over the Seats. (R)

*Ball Games.*

Increase the difficulty of the games of Grade I by greater distances; by designating the hand that tosses or catches; also by hand clapping once (or oftener) before a bag is caught.

Toss the bag for height,

Toss through a Bagboard, (R)

Bag in the Ring, (R)

~~X~~ Dodgeball, with one foot in a circle. (R)

## III GRADE.

All the games of Grades I and II may be played.

Potato Race, planting and picking,

Running and Hopping Races,

Third Tag and Run,

Pussy Wants a Corner,

The Beetle is Out,

Fox and Chickens,

Pass the Bean Bag. (Bag relay)

*Ball Games.*

Play the ball games of the preceding grades with a large gas ball, a soft base ball, or a basket ball.

Duckstone (with bean bags), (R)

Guess Who? (R)

Throw at a Bell, or through a Hoop, (R)

Also: Quiet games for warm days.

## IV GRADE.

The games of Grade III may be played.

Day and Night,  
 Bogey Man, (Black Man)  
 Break Through, (Bear in the Ring)  
 Last Pair Run,  
 Lame Goose,  
 Catch the Wand (or Spin the Plate), (R)  
 Girls: Jumping Rope,  
 Boys: Leap Frog,  
 Foot in the Ring,  
 Wrestle for the Wand.

*Ball Games.*

Play the ball games of Grade III with a small soft rubber ball or a tennis ball,  
 Throw for height and distance,  
 Toss up and bat a gas ball,  
 Toss and catch a tennis ball,  
 Toss up (name the catcher).

## V GRADE.

The new games of Grade IV may be played.

Relay Race,  
 Three Deep,  
 Poison,  
 Hopping Circle,  
 Girls: Jumping Rope,  
       Grace Hoops,  
       Rubber Quoits,  
 Boys: Rooster Fight,  
       Quoits (Horseshoes).

*Ball Games.*

Girls and Boys, Bat ball with a volley ball or a light basket ball (one base and home),  
 Chase ball (with a basket ball, two sides play against each other),  
 Medicine ball (toss for height).

## VI GRADE.

Rabbits, two hunters on a line,  
 Relay Race,  
 Three Deep,  
 Catch the Robber,  
 Poison.

*Ball Games.*

Bat ball with a basket ball,  
 Bat over a rope (with a volley ball),  
 Chase ball,  
 Kick ball (who catches the foot ball kicks it),  
 Pass ball, in a circle,  
 Medicine ball.

## VII GRADE.

Rabbits, one hunter on a line,  
 Relay Race,  
 Three Deep,  
 Prisoner's Base.

*Ball Games.*

Hand base ball, with a basket ball (girls with a volley ball, 9 players on a side),  
 Captain ball,  
 Dodge ball (in a circle),  
 Kick ball,  
 Pass ball over head (in a circle),  
 Chase ball,  
 Medicine ball,  
 Volley ball (with one bounce).

## VIII GRADE.

Prisoner's Base,  
 Relay Race,  
 Rabbits, one hunter on a line, and a captain,  
 Three Deep.

*Ball Games.*

Hand base ball,  
 Wall base ball,  
 Captain ball,  
 Hurl ball (Medicine ball with a strap handle),  
 Volley ball (on a fly),  
 Pass ball (overhead),  
 Chase ball,  
 Battle ball,  
 Progressive Dodge ball.

## APPENDIX III

## PLAY APPARATUS FOR SCHOOLYARDS.

*For Boys and Girls.*

Giant Strides,  
 Horizontal Ladders,  
 Seat Swings,  
 Teeter Boards,  
 Tether Balls,  
 Standards for high jumping,  
 Sand Pit for broad jumping,  
 Rubber Quoits or Rings,  
 A few Basket Balls,  
 A few Foot Balls,  
 Playground Base Balls and Bats,  
 Medicine Ball,  
 Hurl Ball (with a handle).

*For Boys.*

A low Horizontal Bar,  
 A Pole Vaulting set,  
 A few low Hurdles.

*For Girls.*

A few long Jumping Ropes,  
 Several dozen short Jumping Ropes,  
 Several dozen Bean Bags,  
 A few Bag Boards,  
 Several dozen Grace Hoops,  
 A few soft Rubber Balls.

## APPENDIX IV

## RECREATION DRILLS

Do not waste time with needless corrections during these drills. Their sole object is to stretch the cramped body, and to equalize and increase the circulation of the blood.

Open the windows as wide as the weather permits. Pupils standing near the windows should face these while exercising.

## SET I

1. *Hands on hips (place).* Alternately raise the knees forward, thirty to forty times. This must be a quick movement, a sort of slow running on place.



2. *Hands (clinch)*. Vigorously swing the arms fore-upward eight to sixteen times.

3. *Hands on hips (place)*. Bend the trunk fore-downward, eight to ten times.

4. Breathe deeply, four to six times, raising the arms fore-upward.

## SET II

1. *Hands on hips (place)*. Bend the knees, eight to sixteen times.

2. *Hands (clinch)*. Bend the trunk left and place the right fist under the right shoulder—1; the same movement to the opposite side—2; eight to sixteen times. This must be a continuous swinging movement.

3. *Arms for thrust (bend)*. Thrust alternately upward and downward, eight to sixteen times.

4. *Hands on hips (place)*. Breathe deeply four to six times, raising the heels.

## SET III

1. *Hands on hips (place)*. Bend the trunk alternately forward and backward, eight to ten times.

2. *Hands at sides*. Swing the arms fore-upward, eight to sixteen times.

3. *Place hands on shoulders, and left forward (stride)*. Turn the trunk left and right; eight to ten times.

4. *Arms upward (raise)*. Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, about ten times.

## SET IV

1. *Hands (clinch)*. Swing the arms fore-upward and lower them side-downward, pressing them back as far as possible; eight to sixteen times.

2. *Hands on hips (place)*. Continuously bend the trunk forward and backward (a swinging movement); eight to ten times.

3. *Raise the arms sideward and hands (clinch)*. Turn the trunk left and right, as a continuous movement; eight to twelve times.

4. *Raise the arms upward, and left forward (stride)*. Swing the arms fore-down and upward, at the same time bending the trunk forward and backward; eight to ten times.

## SET V

1. *Hands on hips (place)*. Bend the trunk obliquely forward left and right; eight to ten times.

2. *Hands (clinch)*. Vigorously swing the arms fore-upward with raising the heels, and return to the starting position; eight to sixteen times.

3. *Hands on shoulders (place)*. Bend the trunk left and right sideward; eight to ten times.

4. *Hands on hips (place)*. Bend and straighten the knees; eight to sixteen times.

## SET VI

1. *Arms for thrust (bend)*. Thrust alternately upward and sideward, eight to sixteen times.

2. *Hands on hips (place)*. Bend the trunk fore-downward and straighten the arms downward eight to ten times.

3. *Grasp the desk*. Swing the left leg forward and backward eight to ten times. Change the hold and repeat with the right leg.

4. *Arms forward (bend)*. Fling the arms sideward; eight to twelve times.



# FIRST HALF-YEAR

## FIFTH GRADE—LESSON 1

Much unnecessary labor may be averted by reading the preface, especially the parts relating to method.

1. (a) *Hands on hips (place)*—Alternately and quickly raise the left and right knee forward—1, 2; 1, 2, etc.  
(b) *Hands on hips (place)*—Bend the trunk fore-downward and then backward—1, 2.
2. *Arms forward (raise)*—Bend the arms upward—1 (Fig. 3); lower the head forward—2; reverse—3; return—4.
3. (a) *Arms for thrust (bend)*—Thrust forward—1; return—2; thrust sideward—3; return—4.  
(b) *Arms fore-upward (raise)*—Stride left sideward—1; swing the arms fore-downward—2; reverse—3; return—4.



Figure 3

The same exercise right.

4. (a) *Hands on hips (place)*—Lunge left sideward—1; lower the trunk forward—2 (Fig. 4); reverse—3; return—4.

The same exercise right.

- (b) *Lower the trunk forward and arms for thrust (bend)*—Thrust downward—1; return—2.

- (c) *Hands on hips (place)*—Lower the trunk forward—1; straighten the arms sideward—2; reverse—3; return—4.

5. *Hands in rear (grasp)*—Raise the left leg forward—1; bend the trunk backward—2 (Fig. 5); reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Hands on hips (place)*—Rocking-step forward and backward—begin.

Execution.—Step left forward—1; place the right foot to the left, at the same time raising the heels—2; lower



Figure 4

the heels—3; step right backward—4; place the left foot to the right, at the same time raising the heels—5; lower the heels—6. Repeat six to eight times as a continuous movement. Do not take too long steps.

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward (on the toes)—1 to 4; (beginning with the right foot) three steps forward and place the left foot forward—5 to 8; four polkas forward—9 to 16. Repeat several times.



Figure 6

7. **TACTICS.** *In front ranks of four*—The class is arranged in a front column composed of ranks of four. Quarter wheel left—march (Fig. 6).

In ranks of four a quarter wheel takes four steps.

Note.—After exercises have been well learned they may be performed "in divided order." Each half of the class takes different movements, but of the same rhythm and of the same number of counts, e. g., the girls thrust forward, the boys sideward, etc.



Figure 5

## FIFTH GRADE—LESSON 2



Figure 7

The same exercise right.

- (b) *Bend the trunk left and hands on hips (place)*—Straighten the arms upward—1 (Fig. 7); return—2.

The same exercise opposite.

- (c) *Hands on shoulders (place)*—Lunge left sideward—1 (Fig. 8); bend trunk right—2 (Fig. 9); reverse—3; return—4.

The same exercise opposite.

5. (a) *Hands on hips (place)*—Raise the left leg sideward—1; bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

- (b) Raise the heels and raise the arms sideward—1; bend the knees and raise the arms upward—2; reverse—3; return—4.

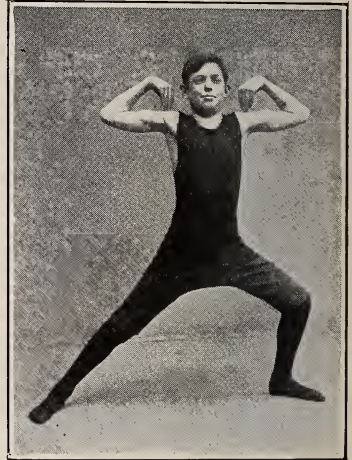


Figure 8



Figure 9

1. (a) *Hands on desks (place)*—Quickly bend and straighten the knees—1, 2.  
(b) *Hands on shoulders (place)*—Bend the trunk from left to right sideward—1, 2.
2. *Hands (clinch)*—Raise the arms sideward—1; lower the head left—2; reverse—3; return—4.  
The same exercise right.
3. (a) *Arms for thrust (bend)*—Thrust sideward—1; return—2; thrust upward—3; return—4.  
(b) *Clinch hands and arms fore-upward (raise)*—Lower the arms sideward—1; lunge left forward—2; reverse—3; return—4.  
The same exercise right.
4. (a) *Clinch hands and arms sideward (raise)*—Lunge left sideward—1; bend the trunk left—2; reverse—3; return—4.

6. (a) **STEPS.** *Hands on hips (place)*—Rocking-step backward and forward, beginning right—begin—1 to 6.  
(b) Rocking-step forward and backward, beginning left—1 to 6, and then backward and forward, beginning left—7 to 12.  
(c) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; two gallops left forward and one polka—9 to 12; two gallops right forward and one polka—13 to 16.



Figure 10

7. **TACTICS.** *In front ranks of four*—Quarter wheel right—march (Fig. 10).

Note.—Practice some of the free exercises in divided order as described in preceding lesson.



## FIFTH GRADE—LESSON 3

1. (a) *Place hands on desks and left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands (clinch)*—Swing the arms fore-upward and rise on toes—1; return—2.
2. (a) *Clinch hands and arms forward (knuckles down) (raise)*—Slowly move the arms sideward—1; lower the head backward—2; reverse—3; return—4.
- (b) *Clinch hands and arms fore-upward (raise)*—Lower the head backward and bend the arms to an acute angle upward—1 (Fig. 11); return—2.
3. (a) *Arms for thrust (bend)*—Thrust left upward—1; return—2; thrust right upward—3; return—4.



Figure 11



Figure 12

- (b) *Clinch hands and arms fore-upward (raise)*—Swing the arms fore-downward and backward—1; bend the trunk backward—2; reverse—3; return—4.
4. (a) *Hands on hips (place)*—Lunge left forward—1; bend the trunk backward—2; reverse—3; return—4.  
The same exercise right.
- (b) *Stride left backward, bend trunk backward, and hands on hips (place)*—Straighten the arms sideward (palms up)—1 (Fig. 12); return—2.
- (c) *Hands on shoulders (place)*—Bend the trunk fore-downward and straighten the arms downward—1; bend the trunk backward and swing the arms fore-upward—2; reverse—3; return—4.
5. *Clinch hands and arms sideward (raise)*—Raise the

left leg backward—1; lower the trunk forward—2; reverse—3; return—4.

The same exercise right.

6. (a) *STEPS. Hands on hips (place)*—Rocking-step obliquely forward and backward, placing the opposite foot crossed in front—begin—1 to 6 (Fig. 13).

The same exercise beginning right.

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; two gallops left sideward and a polka—9 to 12; two gallops right sideward and a polka—13 to 16.
7. (a) *TACTICS. In front ranks of four*—Four steps in place and a quarter wheel left—march.
- (b) The same exercise wheeling right.



Figure 13

## FIFTH GRADE—LESSON 4



Figure 14

1. (a) *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.
- (b) *Arms for thrust (bend)*—Turn the trunk left and thrust right forward—1; turn the trunk right, bend the right arm and thrust left forward—2.
2. *Clinch hands and arms forward (raise)*—Swing both arms right sideward—1; turn the head left—2; reverse—3; return—4.

The same exercise opposite.

3. (a) *Arms for thrust (bend)*—Thrust left upward and right downward—1; return—2; thrust right upward and left downward—3; return—4.
- (b) *Arms for thrust (bend)*—Thrust sideward—1; bend the arms, fists over shoulders, and turn the trunk left—2 (Fig. 14); reverse—3; return—4.

The same exercise right.

4. (a) *Stride left forward, clinch hands and arms fore-upward (raise)*—Turn the trunk left and lower arms sideward—1; bend the arms, fists over shoulders—2; reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward, turn trunk left and hands in front of chest (raise)*—(Fig. 15)—Fling arms sideward—1; return—2.

The same exercise right.

5. *Clinch hands and arms fore-upward (raise)*—Raise the left leg sideward—1; bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

6. (a) **STEPS.** *Hands in rear (grasp)*—Rocking-step obliquely forward and backward—begin—1 to 6.

- (b) As (a) raising the left arm side-upward in a half circle when stepping forward—begin—1 to 6.

- (c) As (a) raising the right arm side-upward in a half circle when stepping backward—begin—1 to 6.

- (d) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; with a quarter turn right two gallops left sideward and a polka—9 to 12; two gallops right sideward and with a quarter turn left a polka—13 to 16.

7. (a) **TACTICS.** *In front ranks of four*—Four steps forward and a quarter wheel left—march.

- (b) The same exercise wheeling right.



Figure 15



## FIFTH GRADE—LESSON 5

1. (a) *Hands on desks (place)*—Quickly bend and straighten the knees—1, 2.

(b) *Arms fore-upward (raise)*—Bend the trunk fore-downward and swing the arms down—1; return—2.

2. *Hands on hips (place)*—Lower the head obliquely left forward—1; return—2; lower the head obliquely right backward—3; return—4.

The same exercise opposite.

3. (a) *Arms for thrust (bend)*—Thrust obliquely left fore-side-upward—1; return—2; thrust obliquely right back-side-downward (diagonally opposite)—3; return 4 (Fig. 16. The figure shows both arms in action).

The same exercise opposite.

(b) *Hands (clinch)*—Raise both arms obliquely left forward—1; swing both arms down obliquely right backward and lunge obliquely left forward—2 (Fig. 17); reverse—3; return—4.

The same exercise opposite.

4. (a) *Stride obliquely left forward and arms obliquely left forward (raise)*—Place hands on hips and lower the trunk obliquely left forward—1; return—2; place hands on hips and bend the trunk obliquely right backward—3; return—4.

The same exercise opposite.

(b) *Lower the trunk obliquely left forward and arms for thrust (bend)*—Thrust left downward—1; bend the left arm for thrust and thrust right downward—2; continue the thrusting six to ten times.

The same exercise right.

5. (a) *Lunge obliquely left forward and raise the arms sideward*—1; change the knee bend and place hands in front of chest—2; reverse—3; return—4.

The same exercise opposite.

(b) *Hands on hips (place)*—Raise the left leg obliquely side-backward—1; bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

6. (a) *STEPS. Hands in rear (grasp)*—Rocking-step obliquely forward and raise the left arm side upward in a half circle—1 to 3; the same movement right backward with the arm movement right—4 to 6. Command: Rocking-step obliquely fore and backward with arm raising—begin.

The same exercise opposite.

(b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; with a quarter turn right two gallops left sideward and with a half turn right a polka—9 to 12; two gallops right sideward and with a quarter turn right a polka—13 to 16. (The gallop and polka hops are progressive movements in the original forward direction).

7. (a) *TACTICS. In front ranks of four*—In four steps face left about and a quarter wheel left—march.

(b) The same exercise, facing and wheeling right.

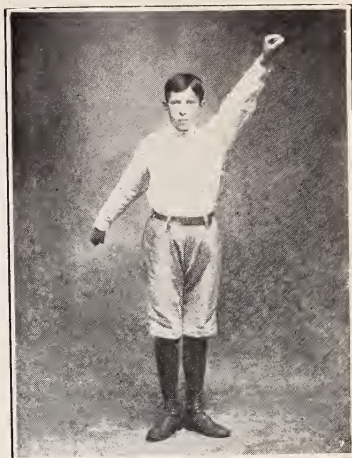


Figure 16

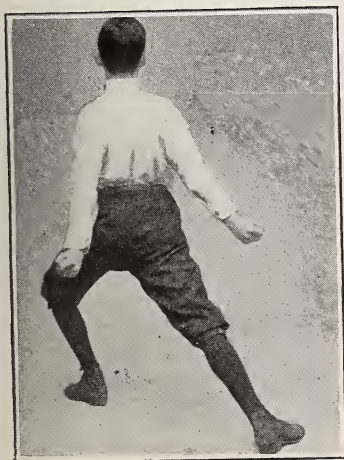


Figure 17

## FIFTH GRADE—LESSON 6



Figure 18

1. (a) *Place hands on the desks and the left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands (clinch)*—Bend the trunk left and raise the right fist under the right shoulder—1; reverse and the same exercise opposite—2.

2. (a) *Hands on hips (place)*—Slowly turn the head and trunk left—1; return—2; the same movement right—3; return—4.

3. (a) *Arms for thrust (bend)*—Thrust left upward—1; return—2; thrust right sideward—3; return—4.

The same exercise opposite.

- (b) *Arms for thrust (bend)*—Thrust upward—1; lower the arms sideward and turn the head left—2; reverse—3; return—4.

The same exercise right.

4. (a) *Arms fore-upward (raise)*—Lunge left sideward—1; bend the trunk left—2 (Fig. 18); reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward, turn trunk left and arms for thrust (bend)*—Thrust upward—1; return—2; thrust sideward—3; return—4.

The same exercise right.

- (c) *Hands on hips (place)*—Lunge left sideward and straighten the arms upward—1; bend the trunk right—2; reverse—3; return—4.

The same exercise opposite.

5. (a) *Raise the left leg sideward and the arms forward*—1; bend the trunk right—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Turn the trunk left, place the left foot backward and raise the arms forward*—1 (Fig. 19); raise the left leg backward and the arms upward—2; reverse—3; return—4.

The same exercise right.

6. (a) *STEPS. Hands in rear (grasp)*—Rocking-step obliquely left and right forward—1 to 6, then obliquely left and right backward—7 to 12—begin.

The same exercise with opposite foot crossed in front—begin.

- (b) *Knuckles on hips (place)*—Beginning right; three steps forward and place the left foot forward—1 to 4; three steps forward and place the right foot forward—5 to 8; with a quarter turn left two gallops right sideward and with a half turn left a polka—9 to 12; two gallops left sideward and with a quarter turn left a polka—13 to 16.

Note.—This is an exercise like the one in the preceding lesson, the side movement, however, being to the right.

7. *TACTICS. In front ranks of four*—Quarter wheel left and in four steps face left about—march.

The same exercise right.



Figure 19



## FIFTH GRADE—LESSON 7

1. (a) *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.  
 (b) *Hands (clinch)*—Swing the arms fore-upward and bend the trunk backward—1; return—2.
2. *With palms up, arms forward (raise)*—Slowly move the arms sideward and lower the head backward—1 (Fig. 20); return—2.
3. (a) *Arms for thrust (bend)*—Thrust left upward and right sideward—1; return—2; thrust right upward and left sideward—3; return—4.  
 (b) *Arms for thrust (bend)*—Thrust sideward—1; bend the arms, fists over shoulders and bend the trunk backward—2; reverse—3; return—4.



Figure 20



Figure 21

4. (a) *Lunge left forward and hands on hips (place)*—Straighten the arms upward—1; bend the trunk backward—2 (Fig. 21); reverse—3; return—4.  
 The same exercise right.  
 (b) *Stride right backward, and hands on shoulders (place)*—Turn the trunk left—1; return—2.  
 The same exercise opposite.  
 (c) *Stride left backward and arms for thrust (bend)*—Bend the trunk fore-downward and thrust downward—1; bend the trunk backward and swing the arms fore-upward—2; reverse—3; return—4.  
 The same exercise right.
5. (a) *Hands on shoulders (place)*—Raise the left leg backward—1; bend the trunk backward and straighten the arms upward—2 (Fig. 22); reverse—3; return—4.  
 The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)*—Rocking-step obliquely left and right forward, swinging the left and right arms side-upward in a half circle—1 to 6; then repeat the movement backward—7 to 12—begin.  
 The same exercise with opposite foot crossed in front—begin.

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps backward and place the left foot forward—5 to 8; with a quarter turn right two gallops left sideward and with a half turn right a polka—9 to 12; two gallops right sideward and with a quarter turn right a polka—13 to 16.

7. **TACTICS.** *In front ranks of fours*—Four steps forward, a quarter wheel left and in four steps face left about—march (12 counts).

The same exercise right.



Figure 22

## SECOND HALF-YEAR

### FIFTH GRADE—LESSON 8



Figure 23

More effective work may be secured by reading the preface, especially the parts relating to method.

1. (a) *Hands on hips (place)*—Alternately and quickly raise the left and right knee forward—1, 2.  
 (b) *Hands on hips (place)*—Bend the trunk fore-downward and then backward—1, 2.
2. *The arms fore-upward (raise)*—Lower the head and the arms forward—1 (Fig. 23); return—2; lower the head backward and the arms sideward—3; return—4.
3. (a) *Arms for thrust (bend)*—Thrust forward—1; move the arms sideward (knuckles down)—2; reverse—3; return—4.  
 (b) *Hands (clinch)*—Raise the arms forward (knuckles down) and stride left backward—1; bend the arms to an angle upward (fists opposite the shoulders) and bend the right knee—2 (Fig. 24); reverse—3; return—4.

The same exercise opposite.

4. (a) Lower the trunk forward and place hands on hips—1 (Fig. 25); straighten the arms sideward—2; reverse—3; return—4.  
 (b) *Stride left backward, lower the trunk forward and arms for thrust (bend)*—Thrust downward—1; return—2.  
 (c) *Lunge left forward and bend arms for thrust*—1; lower the trunk forward and thrust sideward—2; reverse—3; return—4.  
 The same exercise right.
5. *Hands on hips (place)*—Bend the knees—1; straighten the knees and raise the left leg forward—2; reverse—3; return—4.  
 The same exercise right.
6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step left forward and place the right foot crossed in front, then the same right. Abbreviated command:



Figure 24

Three-rock-step forward with foot placing—begin—1 to 4, 5 to 8.

Execution.—Perform three rocking-steps forward, the left foot leading, and in completing the last step place the right foot crossed in front—1 to 4; then repeat the same exercise right—5 to 8. Work for an easy graceful movement.

- (b) *Hands on hips (place)*—Turn-step forward and return—begin—1 to 3, 4 to 6.

Execution.—Step left forward—1; step right forward and execute a half turn left on the ball of the right foot—2; replace the left foot—3; again step left forward and repeat as above, 4 to 6.

The same exercise right.

- (c) *Knuckles on hips (place)*—Slide-hop forward—begin—1, 2; 3, 4 (slide-hop).

Execution.—Slide left forward, raising the right leg (slightly bent) backward, foot and knee turned outward—1; hop on the left foot—2; slide right forward raising the left leg backward—3; hop on the right foot—4. Repeat.

7. **TACTICS.** *In ranks of four*—Half wheel left—march.  
 Half wheel right.

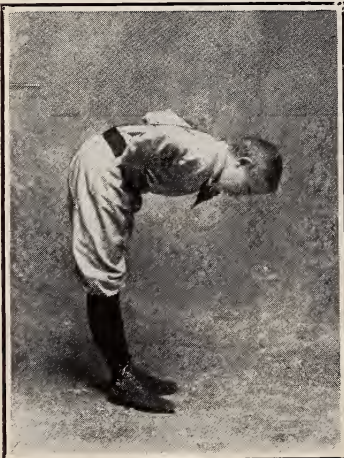


Figure 25



## FIFTH GRADE—LESSON 9

1. (a) *Hands on desks (place)*—Quickly bend and straighten the knees—1, 2.

(b) *Hands on shoulders (place)*—Bend the trunk left and right—1, 2.

2. (a) *Arms in rear (cross)*—Stride left forward—1; lower the head left—2; reverse—3; return—4.

The same exercise right.

3. (a) *Arms for thrust (bend)*—Thrust sideward—1; move the arms forward (knuckles down)—2; reverse—3; return—4.

(b) *Arms for thrust (bend)*—Thrust the left arm sideward—1; lower the head right—2; reverse—3; return—4.

The same exercise opposite.

4. (a) Swing the arms fore-upward and stride left sideward—1; lower the arms sideward and bend the trunk left—2 (Fig. 26); reverse—3; return—4.

The same exercise opposite.

(b) *Lunge left sideward, bend the trunk left and hands on hips (place)*—Straighten the right arm upward—1; return—2.

The same exercise opposite.

(c) *Hands (clinch)*—Raise the arms sideward and lunge left sideward—1; swing the arms, the left bent over the head, the right in rear, and bend the trunk right—2 (Fig. 27); reverse—3; return—4.

The same exercise opposite.

5. (a) *Hands on hips (place)*—Bend the knees—1; straighten the knees and raise the left leg sideward—2; reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step left sideward and place the right foot crossed in front; then the same right.

Abbreviated command: Three-rock-step sideward with foot placing—begin—1 to 4, 5 to 8. Execution similar to the forward movement of the preceding lesson.

The same exercise right.

(b) *Hands on hips (place)*—Turn-step left sideward and return—begin—1 to 3, 4 to 6. Execution similar to the forward movement of the preceding lesson.

The same exercise right.

(c) *Knuckles on hips (place)*—Step-cut left forward—begin—1, 2 (step-cut).

Execution.—Step left forward and slightly raise the right leg backward—1; hop on the left foot, place the right where the left was, which in the meantime has been raised forward—2 (the right foot by cutting forward displaces the left).

The same exercise right.

7. **TACTICS.** *In ranks of four*—Half wheel left and right—march. Half wheel right and left.



Figure 26



Figure 27

## FIFTH GRADE—LESSON 10



Figure 28

1. (a) *Place hands on desks and the left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands (clinch)*—Swing the arms fore-upward and rise on toes—1; return—2.
2. (a) *Arms for thrust (bend)*—Lower the head backward and thrust forward—1; swing the straightened arms upward—2 (Fig. 28); reverse—3; return—4.
3. (a) *Hands on hips (place)*—Straighten the arms upward—1; place the hands behind the neck—2; reverse—3; return—4.
- (b) *Hands (clinch)*—Raise the arms forward and place the left foot forward—1; move the arms sideward, place the left foot backward and bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

4. (a) *Arms for thrust (bend)*—Thrust forward and stride left backward—1; swing the arms sideward and bend the trunk backward—2; reverse—3; return—4.

- (b) *Lunge left backward, clinch hands and arms fore-upward (raise)*—Bend the trunk backward and bend arms to an angle upward—1 (Fig. 29); return—2.

The same exercise right.

5. (a) *Hands (clinch)*—Raise the arms and the left leg forward and bend the right knee—1; raise the arms upward, straighten the right knee and in a half circle swing the left leg backward—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Hands on hips (place)*—Bend the knees—1; straighten the knees and raise the left leg backward—2; reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step left backward and place the right foot crossed in front, then the same right.

Execution.—Analogous to the forward movement of Lesson 8. Abbreviated command: Three-rock-step backward with foot placing—begin, 1 to 4, 5 to 8.

- (b) *Hands on hips (place)*—Turn-step left backward—1 to 3; straighten the arms upward—4; bend the trunk backward (slightly)—5; starting position—6; repeat—7 to 12.

The same exercise right. Execution of the turn-step backward analogous to the forward movement of Lesson 8.

- (c) *Knuckles on hips (place)*—Slide-cut-hop left forward—begin. This movement is a combination of the slide and the step-cut (slide-cut-hop)—1, 2, 3.

The same exercise right.

7. **TACTICS.** *In front ranks of four*—Four steps in place and half wheel left—march. Repeat with half wheel right.



Figure 29



## FIFTH GRADE—LESSON 11

1. (a) *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.
- (b) *Arms for thrust (bend)*—Turn the trunk left and thrust right forward—1; turn the trunk right, bend the right arm and thrust left forward—2.
2. *Hands on hips (place)*—Lower the head forward and straighten the arms forward—1; turn the head left and move the arms sideward—2; reverse—3; return—4.

The same exercise right.

3. (a) *Hands (clinch)*—Raise the arms sideward—1; bend the arms, fists over shoulders—2 (Fig. 30. The figure shows the exercise with an added turn of the trunk); reverse—3; return—4.

(b) *Hands (clinch)*—Raise the arms sideward and stride left forward—1; bend the arms, fists over shoulders, and turn the trunk left—2; reverse—3; return—4.

The same exercise right.



Figure 30

4. (a) *Stride left forward and hands (clinch)*—Swing the arms fore-upward and turn the trunk left—1; bend the arms, fists over shoulders, and bend the trunk left—2 (Fig. 31); reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward, turn trunk left and arms for thrust (bend)*—Thrust left sideward and right forward—1; return—2.

The same exercise opposite.

5. (a) *Hands on hips (place)*—Raise the left knee forward—1 (Fig. 32); straighten the left leg sideward—2; reverse—3; return—4.

- (b) Bend the knees and place hands on hips—1; straighten the knees, raise the heels, and straighten the arms upward—2; reverse—3; return—4.

6. (a) *STEPS. Knuckles on hips (place)*—Three-rock-step left sideward—1 to 3; place the right foot crossed in front and raise the left arm in a circle overhead—4; then repeat right sideward—5 to 8.



Figure 31

Abbreviated command: Three-rock-step sideward with foot-placing and arm-raising—begin.

The same exercise right.

- (b) *Hands on hips (place)*—Turn-step left sideward—1 to 3; straighten the left arm upward—4; bend the trunk right sideward—5; starting position—6; then repeat—7 to 12.

The same exercise right.

- (c) *Knuckles on hips (place)*—Swing-hop forward with knee raising—begin—1, 2; 3, 4 (step-hop).

Execution.—Step left forward—1; hop on the left foot, at the same time swing the right leg forward—2; step right forward—3; hop on the right foot and swing the left leg forward—4. In this exercise the leg swung forward is bent at the knee, the foot and knee being turned slightly outward.

7. *TACTICS. In front ranks of four*—Four steps forward and half wheel left—march. Repeat with half wheel right.

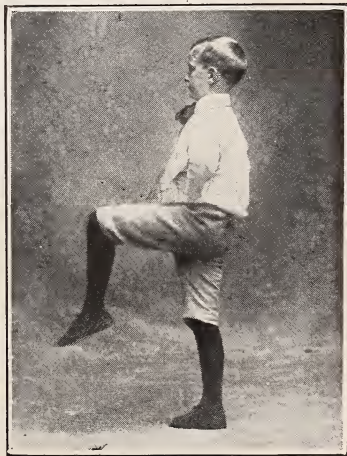


Figure 32



## FIFTH GRADE—LESSON 12



Figure 33

1. (a) *Hands on desks (place)*—Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward (raise)*—Bend the trunk fore-downward and swing the arms down—1; return—2.
2. *Hands on hips (place)*—Lower the head obliquely left forward—1; return—2; lower the head obliquely right backward—3; return—4.  
 The same exercise opposite.

3. (a) *Arms for thrust (bend)*—Thrust obliquely fore-upward—1 (Fig. 33); return—2; thrust obliquely back-downward—3; return—4. (The arrows show the direction).

- (b) *Stride obliquely left forward and hands (clinch)*—Turn the trunk left and raise the arms fore-upward—1; bend the trunk backward and lower the arms sideward (knuckles down)—2; reverse—3; return—4.  
 The same exercise right.

4. (a) *Arms fore-upward (raise)*—Lunge obliquely left forward and place hands on hips—1; bend the trunk obliquely right backward—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Turn the trunk left and left forward (stride)*—Lower the trunk forward and place hands on hips—1; bend the trunk backward and straighten the arms upward—2.

The same exercise right.

5. (a) *Hands on hips (place)*—Raise the left leg crossed in rear—1 (Fig. 34); lunge obliquely left forward—2; reverse—3; return—4.

The same exercise right.

- (b) *Hands on shoulders (place)*—Raise the heels and straighten the arms upward—1; bend the knees and lower the arms forward—2; reverse—3; return—4.

6. (a) *STEPS. Knuckles on hips (place)*—Three-rock-step obliquely left forward—1 to 3; place the right foot crossed in front and raise the left arm in a half circle over head—4; repeat right—5 to 8. Use abbreviated command similar to Lesson 11.

The same exercise right.

- (b) *Hands on hips (place)*—Turn-step obliquely left forward and place the left foot backward—1 to 3; straighten the arms upward—4; bend the trunk right sideward—5; starting position—6; repeat—7 to 12.

The same exercise right.

- (c) *Knuckles on hips (place)*—Swing-hop sideward left and right—begin—1, 2; 3, 4 (to and fro). Execution similar to the movement in Lesson 11.

7. *TACTICS. In front ranks of four*—Half wheel left and in four steps face right about—march. Repeat, wheeling right and facing left about.



Figure 34

## FIFTH GRADE—LESSON 13

1. (a) *Place hands on desks and the left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands (clinch)*—Bend the trunk left and raise the right fist under the right shoulder—1; reverse and the same exercise opposite—2.
2. *Clinch hands and arms fore-upward (raise)*—Lower the head left and the arms sideward—1; return—2; the same right—3; return—4.
3. (a) *Arms for thrust (bend)*—Thrust left sideward and right upward—1; return—2; thrust right sideward and left upward—3; return—4.

- (b) *Stride left forward and hands in front of chest (raise)*—Turn the trunk left and fling the arms sideward—1; return—2.

The same exercise right.



Figure 35

4. (a) *Hands (clinch)*—Swing the arms fore-upward and stride left forward—1; bend the trunk left and place the hands behind the neck—2 (Fig. 35); reverse—3; return—4.

The same exercise right.

- (b) *Lunge left sideward, bend the trunk right and hands on hips (place)*—Straighten the left arm upward—1 (Fig. 36); return—2.

The same exercise opposite.

5. (a) *Raise the arms forward and raise the left leg sideward—1; place the hands on hips, replace the left leg and bend the knees—2; reverse—3; return—4.*

The same exercise right.

- (b) *Raise the left leg sideward and arms forward (raise)*—Move the arms sideward and bend the right knee—1; return—2.

The same exercise opposite.



Figure 36

6. (a) *STEPS. Arms sideward (raise)*—Three-rock-step left sideward—1 to 3; place the right foot crossed in front and place knuckles on hips—4; repeat right (with arms raised sideward)—5 to 8.

The same exercise right.

- (b) *Hands on hips (place)*—Turn-step left sideward and place the left foot crossed in front—1 to 3; straighten the left arm upward—4; bend the trunk right sideward—5; starting position—6; repeat—7 to 12.

The same exercise right.

- (c) *Knuckles on hips (place)*—Swing-hop forward four steps, then backward four steps—1 to 4, 5 to 8.

7. *TACTICS. In front ranks of four*—In four steps face left about and half wheel right—march. Repeat, facing right about and wheeling left.

## FIFTH GRADE—LESSON 14

1. (a) *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.  
 (b) *Hands (clinch)*—Swing the arms fore-upward and bend the trunk backward—1; return—2.
2. *Hands on shoulders (place)*—Lower the head forward and straighten the arms forward—1; return—2; lower the head backward and straighten the arms upward—3; return—4.
3. (a) *Hands (clinch)*—Swing the arms fore-upward—1; bend the arms to an angle upward (fists opposite the shoulders)—2; reverse—3; return—4.  
 (b) *Stride left forward and hands in front of chest (raise)*—Fling the arms sideward and bend the trunk backward—1; return—2.

The same exercise right.



Figure 37

4. (a) *Arms for thrust (bend)*—Thrust sideward and stride left backward—1; place the hands behind the neck and bend the trunk backward—2; reverse—3; return—4.  
 (b) *Stride right backward and hands behind the neck (place)*—(Fig. 37)—Straighten the arms upward and bend the trunk backward—1; return—2.
5. (a) *Hands on hips (place)*—Straighten the arms forward and raise the left leg backward—1; raise the arms upward and bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Hands on hips (place)*—Bend the knees—1; straighten the knees, straighten the arms upward, and raise the left leg backward—2; reverse—3; return—4.

The same exercise right.

6. (a) *STEPS. Knuckles on hips (place)*—Three-rock-step obliquely left backward—1 to 3; place the right foot crossed in rear and bend the trunk left sideward—4; repeat the same obliquely backward right—5 to 8. Use abbreviated commands.  
 (b) *Hands on hips (place)*—Turn-step left backward and place the left foot backward—1 to 3; straighten the arms upward—4; bend the trunk backward (slightly)—5; starting position—6.  
 (c) *Knuckles on hips (place)*—Swing-hop obliquely left forward four steps, then obliquely right backward four steps—1 to 4, 5 to 8.
7. *TACTICS. In front ranks of four*—Four steps in place, half wheel left and in four steps face left about—march. Repeat, wheeling right and facing right about.



## FIFTH GRADE—LESSON 15

(A typical Yard Lesson, using part of the room work of Lesson 1.)

1. Arrange the class in a column composed of ranks of twos. If it is a mixed class, place the girls in front.

*Arms for thrust (bend)*—Forward—run. The leaders run up and down the yard, at each end executing a countermarch left or right. This is not to be a racing in order to cultivate speed, but a quiet run to cultivate endurance. Mouths must be closed. As soon as a pupil cannot continue breathing through the nose he must immediately step out of the line and rest. After running for a minute or two, change to a march.

Command: Common step—(march). While the respiration is being quieted (during the march), form the class into a column of fours, for tactics.

2. (a) *In ranks of four*—Quarter wheel left—march.

Eight steps forward and quarter wheel left—march.

Or, if free exercises are to be taken, open the ranks.

- (b) *Arms for thrust (bend)*—Thrust forward—1; return—2; thrust sideward—3; return—4.

3. (a) *Hands on hips (place)*—Lunge left sideward—1; lower the trunk forward—2 (Fig. 38); reverse—3; return—4.

Or

- (b) *Lower the trunk forward and arms for thrust (bend)*—Thrust downward—1; return—2.

4. (a) *Hands on hips (place)*—Hop twice on the left foot, then twice on the right, raising the opposite leg forward—begin. Count 1, 2; 3, 4.

- (b) The same exercise, raising the leg sideward (or backward). Or, if steps are to be taken,

- (c) *Hands on hips (place)*—Rocking-step forward and backward—begin.

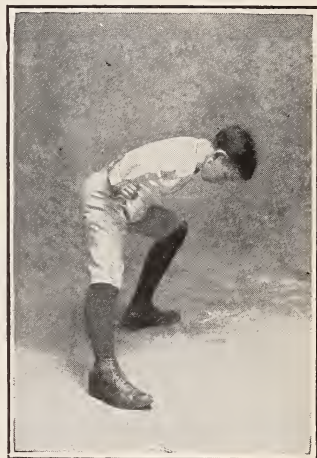


Figure 38

5. GAME. "Three Deep."—Quickly arrange the pupils in a large circle, standing two deep (one behind the other). Now select one pair as a runner and a catcher. The runner runs around the outside of the circle and places himself in front of a pair, thereby forming a rank of three, "three deep." This must never be. The last one of these three, therefore, runs and places himself in front of some other pair, again forming three, etc. In the meantime the catcher is chasing the runner, trying to tag him before he places himself in front of a pair. As soon as the runner is tagged he becomes chaser, and the former catcher is the runner. The game then continues. In order to have a splendid game, note the following: Do not allow any running through the circle; insist that the players always run around the outside. Do not allow the playing of "partners," and encourage short runs outside, so as to get quick changes. If some players persist in running around the circle once or oftener, put them in the center of the circle to watch and learn how the game ought to be played. Do not allow the boys to indulge in hard slapping.

## FIFTH GRADE—LESSON 16

(A typical Yard Lesson, using part of the regular room work of Lesson 2.)

1. **RUNNING.** The class is arranged in columns of twos. On cool days running can be made more severe by introducing various leg and arm movements during the run, viz.: raising the knees, swinging the straight legs forward, raising the arms sideward, etc. Mouths must be closed. Watch for breathlessness, and have pupils step out of the ranks as soon as they cannot breathe through the nose. If they regain their breath easily, they may be allowed to step in again before the close of the run. To regain the march, command "Common step—(march)."

2. (a) *In ranks of four*—Quarter wheel right—march. Four steps forward and quarter wheel right—march.

Or

If free exercises are to be taken, open the ranks.

- (b) *Arms for thrust (bend)*—Thrust sideward—1; return—2; thrust upward—3; return—4.

3. (a) *Bend the trunk left and hands on hips (place)*—Straighten the right arm upward—1; return—2.

The same exercise opposite.

Or

- (b) *Hands on hips (place)*—Lunge left sideward—1; bend the trunk right—2 (Fig. 39); reverse—3; return—4.

The same exercise opposite.



Figure 39

4. (a) *Standing jump upward*—The class stands in open order. Raise the arms forward and raise the heels—1; swing the arms down and backward and bend the knees—2; swing the arms fore-upward, jumping up—3; swing the arms down and backward, bending the knees—4; lower the arms and heels and straighten the knees—5. (The third count must immediately be followed by the fourth). Or if steps are to be taken,

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; two gallops left forward and one polka—9 to 12; two gallops right forward and a polka—13 to 16.

5. **GAME.** "Hopping Circle."—Form the boys and girls in separate circles. The pupils face inward and are about two steps apart. For each circle get a rope about twelve feet long, with a bean bag tied to the end of it. One of the children stands in the center and swings the rope around in a circle, keeping the bag close to the ground. As the rope approaches each pupil he hops upward and over the swinging bag. Whoever is struck by the bag or rope steps out of the circle. Insist that the bag be swung close to the ground, and, with timid pupils, that it is not swung too rapidly.



# FIRST HALF-YEAR

## FIFTH GRADE—LESSON 1. WANDS

Reading the preface, especially the part speaking of method, will avert much unnecessary labor.



Figure 40

Note.—When the class is formed the wand is carried at the right side, the first finger under its end, the thumb in front (Fig. 40). Upon the command "Lower the wand in front" (of the body)—1; the left hand quickly grasps the wand over the head, knuckles to the rear. Upon the command "2" the wand is quickly brought down in front of the body (arms straight). (Fig 41.)

1. (a) When taking the preliminary exercises (under 1) the wand may either be placed on the floor or carried on the shoulders so as not to interfere with these movements.

(Without wands). *Hands on hips (place)*—Alternately and quickly raise the left and right knees forward—1, 2.



Figure 41

- (b) *Hands on hips (place)*—Bend the trunk fore-downward and then backward—1, 2.
  2. (a) (With wands). Bend the arms for thrust—1 (Fig. 42). (The wand is raised directly in front of the shoulders, the elbows being drawn back and the chest held high)—thrust forward—2; reverse—3; return—4.
  - (b) Bend the arms for thrust—1; lower the head forward and thrust forward—2; reverse—3; return—4.
  3. (a) Raise the arms forward—1; raise the arms upward—2; reverse—3; return—4.
  - (b) Raise the arms fore-upward—1; bend the arms, wand behind the shoulders—2 (Fig. 43); reverse—3; return—4.
- The same exercise right.
4. (a) Lunge left sideward and place the wand behind the shoulders—1; lower the trunk forward—2; reverse—3; return—4.



Figure 42

The same exercise right.

- (b) Raise the arms fore - upward—1; lower the trunk forward and place the wand behind the shoulders — 2; reverse—3; return—4.

5. *Arms fore-upward (raise)* — Raise the left leg forward—1; bend the trunk backward—2; reverse—3; return—4.

Note.—Before the steps and tactics are taken the wands must be collected.

6-7. Like in calisthenics. (See page 23).



Figure 43

## FIFTH GRADE—LESSON 2. WANDS



Figure 44

1. (a) (Without wands). *Hands on hips (place)*—Quickly bend and straighten the knees—1, 2.  
(b) *Hands on shoulders (place)*—Bend the trunk from left to right sideward—1, 2.
2. (a) (With wands). Raise the arms left sideward—1 (Fig. 44, shown without the wand); lower the head left—2; reverse—3; return—4.  
The same exercise right.
3. (a) Raise the arms left sideward—1; raise the arms upward—2; lower the arms right sideward—3; lower the arms—4.  
The same exercise beginning right.  
(b) *Arms fore-upward (raise)*—Lower the arms left sideward—1; lunge left forward—2; reverse—3; return—4.  
The same exercise right.

4. (a) *Arms left sideward (raise)*—Lunge left sideward—1; bend the trunk left—2 (Fig. 45); reverse—3; return—4.

The same exercise right.

- (b) *Bend the trunk left and arms for thrust (bend)*—Thrust upward—1; return—2.

The same exercise right.

- (c) *Arms left sideward (raise)*—Lunge left sideward—1; bend the trunk right sideward and raise the arms upward—2; reverse—3; return—4.

The same exercise opposite.

5. (a) Raise the left leg sideward and the arms left sideward—1; bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

- (b) Raise the heels and raise the arms left sideward—1; bend the knees and raise the arms upward—2; straighten the knees and lower the arms right sideward—3; lower the heels and arms—4.

The same exercise beginning right.

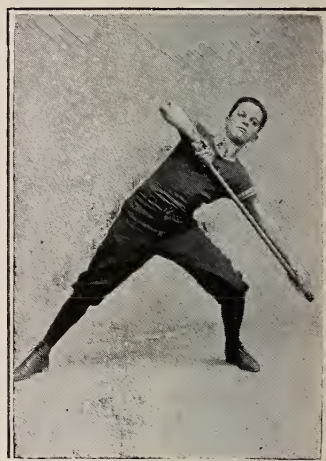


Figure 45

6. (a) STEPS. *Hands on hips (place)*—Rocking-step backward and forward, beginning right—begin—1 to 6.  
(b) Rocking-step forward and backward beginning left—1 to 6—and then backward and forward beginning left—7 to 12.  
(c) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; two gallops left forward and one polka—9 to 12; two gallops right forward and one polka—13 to 16.
7. TACTICS. *In front ranks of four*—Quarter wheel right—march (Fig. 46).

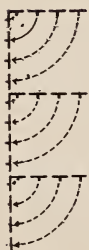


Figure 46

Note.—After exercises have been well learned, they may be performed “in divided order.” Each half of the class takes different movements, but of the same rhythm and of the same number of counts, e. g., the girls thrust forward, the boys sideward, etc.



## FIFTH GRADE—LESSON 3. WANDS

(With wands). Place one end of the wand on the floor in front of the feet and grasp the other end with both hands, *The left knee forward (raise)*.

1. (a) Straighten the left leg backward—1; return—2.  
The same exercise right.
- (b) *Wand low in front (raise)*—Swing the arms fore-upward and raise the heels—1; return—2.
2. (a) *Arms forward (raise)*—Raise the arms upward—1; lower the head backward—2; reverse—3; return—4.
- (b) *Arms fore-upward (raise)*—Lower the head backward and place the wand behind the shoulders—1; return—2.
3. (a) Raise the arms left upward (the left arm is upward and the right hand is in front of the left shoulder, the wand is vertical at the left side)—1 (Fig. 47); return—2; raise the arms right upward—3; return—4.



Figure 47

- (b) Raise the arms left forward (the left arm is forward and the right hand is under the left shoulder, the wand is horizontal at the left side)—1 (Fig. 48); return—2; raise the arms right forward—3; return—4.



Figure 48

4. (a) *Wand behind shoulders (place)*—Lunge left forward—1; bend the trunk backward—2; reverse—3; return—4.
- (b) *Stride left backward, bend trunk backward and arms fore-upward (raise)*—Lower the arms left downward (the left arm is downward, the right hand is in front of the left shoulder, the wand is vertical at the left side)—1 (Fig. 49). In order to show the position of the wand plainly the accompanying movements have been omitted); return—2; lower the arms right downward—3; return—4.
- (c) Bend the trunk fore-downward and bend the arms for thrust—1; bend the trunk backward and thrust upward—2.

5. (a) *Arms fore-upward (raise)*—Raise the left leg backward—1; lower the trunk forward—2; reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Hands on hips (place)*—Rocking-step obliquely forward and backward, placing the opposite foot crossed in front—begin—1 to 6.

The same exercise beginning right.

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; two gallops left sideward and a polka—9 to 12; two gallops right sideward and a polka—13 to 16.
7. (a) **TACTICS.** *In front ranks of four*—Four steps in place and a quarter wheel left—march.
- (b) The same exercise wheeling right.



Figure 49

## FIFTH GRADE—LESSON 4. WANDS

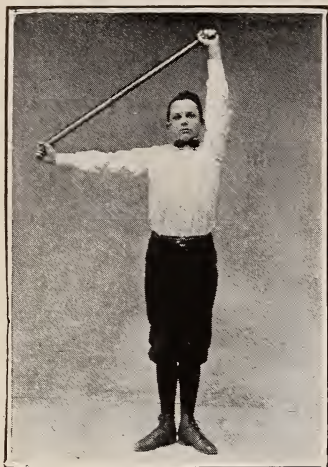


Figure 50

1. (a) (Without wands). *Hands on hips (place)*—Quickly raise the left and right knees forward—1, 2.
- (b) *Arms for thrust (bend)*—Turn the trunk left and thrust right forward—1; turn the trunk right, bend the right arm and thrust left forward—2.

2. (a) (With wands). *Arms forward (raise)*—Move the arms right sideward—1; turn the head left—2; reverse—3; return—4.

The same exercise opposite.

3. (a) *Arms for thrust (bend)*—Thrust left upward and right sideward—1 (Fig. 50); return 2; the opposite—3; return—4.

- (b) *Arms for thrust (bend)*—Thrust left upward and right sideward—1; turn the trunk left and place the wand horizontally behind the shoulders—2; reverse—3; return—4.

The same exercise opposite.

4. (a) *Stride left forward and arms fore-upward (raise)*—Turn the trunk left—1; place the wand behind the shoulders—2; reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward, turn the trunk left and arms for thrust (bend)*—Thrust forward—1; return—2.

The same exercise right.

5. *Arms fore-upward (raise)*—Raise the left leg sideward—1; bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

6. (a) **STEPS.** *Hands in rear (grasp)*—Rocking-step obliquely forward and backward—begin—1 to 6.

- (b) As (a) raising the left arm side-upward in a half circle when stepping forward—begin—1 to 6.

- (c) As (a) raising the right arm side-upward in a half circle when stepping backward—begin—1 to 6.

- (d) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; with a quarter turn right, two gallops left sideward and a polka—9 to 12; two gallops right sideward and with a quarter turn left a polka—13 to 16.

7. (a) **TACTICS.** *In front ranks of four*—Four steps forward and a quarter wheel left—march.

- (b) The same exercise wheeling right.



Figure 54

(Illustration for Lesson 5, Exercise 4, Page 43)



## FIFTH GRADE—LESSON 5. WANDS

1. (a) (Without wands). *Hands on hips (place)*—Quickly bend and straighten the knees—1, 2.  
(b) *Arms fore-upward (raise)*—Bend the trunk fore-downward and swing the arms down—1; return—2.
2. (a) *Wand behind shoulders (place)*—Lower the head obliquely left forward—1; return—2; lower the head obliquely right backward—3; return—4.  
The same exercise opposite.
3. (a) Raise the arms, the left arm obliquely fore-side-upward (the right arm front of left shoulder)—1 (Fig. 51); reverse the direction right obliquely back-side-downward—2; reverse—3; return—4.  
The same exercise opposite.



Figure 51



Figure 52

4. (a) *Stride obliquely left forward and wand behind shoulders (place)*—Lower the trunk obliquely left forward—1; return—2; bend the trunk obliquely right backward—3; return—4.  
The same exercise opposite.

The same exercise opposite.

- (b) Turn the trunk left and raise the arms upward—1; bend the trunk left and lower the wand obliquely behind the back (right hand over shoulder, left arm downward)—2 (Fig. 53); reverse—3; return—4.  
The same exercise opposite.

The same exercise opposite.

5. (a) Lunge obliquely left forward and raise the arms forward—1; change the knee bend and bend arms, elbows even with shoulders—2 (see Fig. 54 in Lesson 4, page 42); reverse—3; return—4.  
(b) Raise the left leg obliquely side-backward and the arms fore-upward—1; bend the right knee and lower the wand obliquely behind the back, right hand over shoulder—2; reverse—3; return—4.  
The same exercise opposite.

The same exercise opposite.

6. (a) **STEPS.** *Hands in rear (grasp)*—Rocking-step obliquely forward and raise the left arm side-upward in a half circle—1 to 3; the same movement right backward with the arm movement right—4 to 6.

Command: Rocking-step obliquely fore and backward with arm raising—begin.

The same exercise opposite.

- (b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps forward and place the left foot forward—5 to 8; with a quarter turn right two gallops left sideward and with a half turn right a polka—9 to 12; two gallops right sideward and with a quarter turn right a polka—13 to 16. (The gallop and polka hops are progressive movements in the original forward direction).

7. (a) **TACTICS.** *In front ranks of four*—In four steps face left about and a quarter wheel left—march.

- (b) The same exercise, facing and wheeling right.



Figure 53



## FIFTH GRADE—LESSON 6. WANDS



Figure 55

The same exercise right.

4. (a) *Arms fore-upward (raise)*—Lunge left sideward—1; bend the trunk left—2; reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward, turn trunk left and arms for thrust (bend)*—Thrust upward—1; return—2; thrust forward, wand vertical and left arm down, the right up—3 (Fig. 56); return—4.

The same exercise opposite.

5. (a) *Raise the left leg sideward and the arms forward*—1; bend the trunk right—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Turn the trunk left, place the left foot backward and raise the arms forward*—1 (Fig. 57, shown without wand); raise the left leg backward and the arms upward—2; reverse—3; return—4.

The same exercise opposite.



Figure 56

6. (a) *STEPS. Hands in rear (grasp)*—Rocking-step obliquely left and right forward—1 to 6; then obliquely left and right backward—7 to 12—begin.

The same exercise with opposite foot crossed in front—begin.

- (b) *Knuckles on hips (place)*—Beginning right; three steps forward and place the left foot forward—1 to 4; three steps forward and place the right foot forward—5 to 8; with a quarter turn left two gallops right sideward, and with a half turn left a polka—9 to 12; two gallops left sideward and with a quarter turn left a polka—13 to 16.

Note.—This is an exercise like the one in the preceding lesson, the side movement, however, being right sideward.

7. *TACTICS. In front ranks of four*—Quarter wheel left and in four steps face left about—march.

The same exercise right.



Figure 57

## FIFTH GRADE—LESSON 7. WANDS



Figure 58

1. (a) (Without wands). *Hands on hips (place)* — Quickly raise the left and right knee forward—1, 2.  
 (b) *Hands (clinch)*—Swing the arms fore-upward and bend the trunk backward—1; return—2.
2. (a) (With wands). *Arms forward (raise)* — Slowly bend the arms for thrust and lower the head backward—1; return—2.
3. (a) *Arms for thrust (bend)*—Thrust left upward and right sideward—1; return—2; thrust right upward and left sideward—3; return—4.  
 (b) *Arms for thrust (bend)* — Thrust upward—1; place wand behind the shoulders and bend the trunk backward—2; reverse—3; return—4.

4. (a) *Lunge left forward and arms for thrust (bend)* —Thrust upward—1; bend the trunk backward—2 (Fig. 58, shown without wand); reverse—3; return—4.

The same exercise right.

(b) *Stride right backward and wand behind shoulders (place)*—Turn the trunk left—1; return—2.

The same exercise opposite.

(c) *Stride left backward and arms for thrust (bend)*—Bend the trunk fore-downward—1; bend the trunk backward and thrust upward—2; reverse—3; return—4.

The same exercise right.

5. (a) *Arms for thrust (bend)*—Raise the left leg backward—1; bend the trunk backward and thrust upward—2 (Fig. 59), shown without wand); reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)* — Rocking-step obliquely left and right forward, swinging the left and right arm side-upward in a half circle—1 to 6; then repeat the movement backward—7 to 12—begin.

The same exercise with opposite foot crossed in front—begin.

(b) *Knuckles on hips (place)*—Three steps forward and place the right foot forward—1 to 4; three steps backward and place the left foot forward—5 to 8; with a quarter turn right two gallops left sideward and with a half turn right a polka—9 to 12; two gallops right sideward and with a quarter turn right a polka—13 to 16.

7. **TACTICS.** *In front ranks of four*—Four steps forward, a quarter wheel left and in four steps face left about—march.

The same exercise right.



Figure 59



## SECOND HALF-YEAR

### FIFTH GRADE—LESSON 8. WANDS



Figure 60

More effective work may be secured by reading the preface, especially the parts relating to method.

1. (a) (Without wands). *Hands on hips (place)*—Alternately and quickly raise the left and right knee forward—1, 2.  
 (b) *Hands on hips (place)*—Bend the trunk fore-downward and then backward—1, 2.
2. (With wands). *Arms fore-upward (raise)*—Lower the head and arms forward—1; return—2; lower the head backward and place the wand behind the shoulders—3; return—4.
3. (a) *Arms for thrust (bend)*—(Fig. 60). Thrust forward—1; raise the arms upward—2; reverse—3; return—4.  
 (b) Raise the arms forward and stride left backward—1; bend the arms for thrust and bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

4. (a) *Wands behind shoulders (place)*—Bend the trunk fore-downward—1; return—2.  
 (b) *Stride left backward, lower the trunk forward and arms for thrust (bend)*—Thrust upward—1; return—2.

The same exercise right.

- (c) Lunge left forward and bend the arms for thrust—1; lower the trunk forward and thrust upward—2 (Fig. 61); reverse—3; return—4.

The same exercise right.

5. *Wand behind shoulders (place)*—Bend the knees—1; straighten the knees and raise the left leg forward—2; reverse—3; return—4.

The same exercise right.

6. (a) STEPS. *Knuckles on hips (place)*—Three-rock-step left forward and place the right foot crossed in front, then the same right.

Abbreviated command: Three-rock-step forward with foot-placing—begin—1 to 4, 5 to 8.

Execution.—Perform three rocking-steps forward, the left foot leading, and in completing the last step place the right foot crossed in front—1 to 4; then repeat the same exercise right. Work for an easy, graceful movement.

- (b) *Hands on hips (place)*—Turn-step forward and return—begin—1 to 3; 4 to 6.

Execution.—Step left forward—1; step right forward and execute a half turn left on the ball of the right foot—2; replace the left foot—3; again step left forward and repeat as above—4 to 6.

The same exercise right.

- (c) *Knuckles on hips (place)*—Slide-hop forward—begin—1, 2; 3, 4 (slide-hop).

Execution.—Slide left forward raising the right leg (slightly bent) backward, foot and knee turned outward—1; hop on the left foot—2; slide right forward raising the left leg backward—3; hop on the right foot—4. Repeat.

7. TACTICS. *In ranks of four*—Half wheel left—march.  
 Half wheel right—march.



Figure 61

## FIFTH GRADE—LESSON 9. WANDS

1. (a) (Without wands). *Hands on hips (place)*—Quickly bend and straighten the knees—1, 2.

(b) *Hands on shoulders (place)*—Bend the trunk left and right—1, 2.

2. (With wands). Raise arms forward and stride left forward—1; lower the head left—2; reverse—3; return—4.

The same exercise right.

3. (a) Raise the arms forward—1; cross the arms right over left (the arms are bent so that the hands touch the opposite elbows)—2 (Fig. 62); reverse—3; return—4.

The same exercise left over right.

(b) Raise the arms forward—1; place the wand left downward on the left hip (the left hand is on the left hip, the right is overhead, the wand is vertical)—2 (Fig. 63); reverse—3; return—4.

The same exercise opposite.



Figure 63

Abbreviated command: Three-rock-step sideward with foot placing—begin—1 to 4, 5 to 8.

Execution similar to the forward movement of the preceding lesson.

The same exercise right.

(b) *Hands on hips (place)*—Turn-step left sideward and return—begin—1 to 3, 4 to 6.

Execution similar to the forward movement of the preceding lesson.

The same exercise right.

(c) *Knuckles on hips (place)*—Step-cut left forward—begin—1, 2 (step-cut).

Execution.—Step left forward and slightly raise the right leg backward—1; hop on the left foot, place the right where the left was, which in the mean time has been raised forward—2 (the right foot by cutting forward displaces the left).

The same exercise right.

7. TACTICS. *In ranks of four*—Half wheel left and right—march. Half wheel right and left.



Figure 62

4. (a) Swing the arms fore-upward and stride left sideward—1; place the wand behind the shoulders and bend the trunk left—2; reverse—3; return—4.

The same exercise opposite.

(b) *Lunge left sideward, bend the trunk left and arms for thrust (bend)*—Thrust right upward—1; return—2.

The same exercise opposite.

(c) Raise the arms forward and lunge left sideward—1; place the wand right downward on the right hip and bend the trunk right—2 (Fig. 64); reverse—3; return—4.

The same exercise opposite.

5. *Wand behind shoulders (place)*—Bend the knees—1; straighten the knees and raise the left leg sideward—2; reverse—3; return—4.

The same exercise right.

6. (a) STEPS. *Knuckles on hips (place)*—Three-rock-step left sideward and place the right foot crossed in front; then the same right.

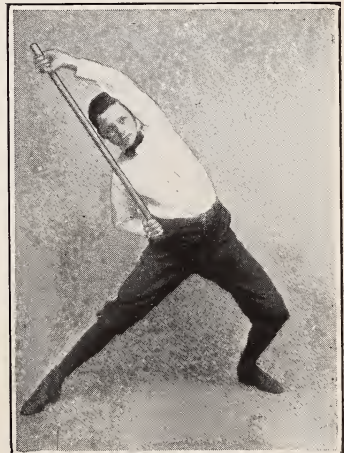


Figure 64



## FIFTH GRADE—LESSON 10. WANDS



Figure 65

(With wands). Place one end of the wand on the floor in front of the feet and grasp the other end with both hands.

1. (a) *The left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Wand low in front (raise)*—Swing the arms fore-upward and raise the heels—1; return—2.

2. (a) *Arms for thrust (bend)*—Lower the head backward and thrust forward—1; swing the arms upward—2; reverse—3; return—4.

3. (a) Raise the arms fore-upward—1; lower the arms back-downward—2 (Fig. 65); reverse—3; return—4.

- (b) Raise the arms forward and place the left foot forward—1; move the arms left sideward, place the left foot backward and bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

4. (a) *Arms for thrust (bend)*—Thrust forward and stride left backward—1; raise the arms upward and bend the trunk backward—2; reverse—3; return—4.

The same exercise right.

- (b) *Lunge left backward and arms fore-upward (raise)*—Bend the trunk backward and bend the arms for thrust—1 (Fig. 66, shown without wand); return—2.

The same exercise right.

5. (a) Raise the arms and the left leg forward and bend the right knee—1; raise the arms upward, straighten the right knee and in a half circle swing the left leg backward—2; reverse—3; return—4.

The same exercise opposite.

- (b) Bend the knees and raise the arms forward—1; straighten the knees, raise the left leg backward and the arms upward—2; reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step left backward and place the right foot crossed in front, then the same right.

Execution.—Analogous to the forward movement of Lesson 8.

Abbreviated command: Three-rock-step backward with foot placing—begin—1 to 4, 5 to 8.

- (b) *Hands on hips (place)*—Turn-step left backward—1 to 3; straighten the arms upward—4; bend the trunk backward (slightly)—5; starting position—6; repeat—7 to 12.

The same exercise right.

Execution of the turn-step backward analogous to the forward movement of Lesson 8.

- (c) *Knuckles on hips (place)*—Slide-cut-hop left forward—begin. This movement is a combination of the slide and the step-hop (slide-cut-hop)—1, 2, 3.

The same exercise right.

7. **TACTICS.** *In front ranks of four*—Four steps in place and half wheel left—march. Repeat with half wheel right.



Figure 66

## FIFTH GRADE—LESSON 11. WANDS

1. (a) (Without wands). *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.  
(b) *Arms for thrust (bend)*—Turn the trunk left and thrust right forward—1; turn the trunk right, bend the right arm and thrust left forward—2.
2. *Wand behind shoulders (place)*—Lower the head forward—1; turn the head left—2; reverse—3; return—4.  
The same exercise right.
3. (a) Raise the arms forward—1; cross the arms right over left—2; reverse—3; return—4.  
The same exercise left over right.  
(b) Raise the arms forward and stride left forward—1; cross the arms right over left and turn the trunk left—2; reverse—3; return—4.  
The same exercise opposite.
4. (a) *Left forward (stride)*—Swing the arms fore-upward and turn the trunk left—1; place the wand behind the shoulders and bend the trunk left—2 (Fig. 67, shown without the wand); reverse—3; return—4.  
The same exercise right.  
(b) *Stride left forward, turn trunk left and arms for thrust (bend)*—Thrust left sideward and right forward—1; return—2.  
The same exercise opposite.
5. (a) *Wand behind shoulders (place)*—Raise the left knee forward—1; straighten the left leg sideward—2; reverse—3; return—4.  
(b) Bend the knees and bend the arms for thrust—1; straighten the knees, raise the heels and thrust upward—2; reverse—3; return—4.
6. (a) STEPS. *Knuckles on hips (place)*—Three-rock-step left sideward—1 to 3; place the right foot crossed in front and raise the left arm in a circle overhead—4; repeat right sideward—5 to 8.



Figure 67

Abbreviated command: Three-rock-step sideward with foot-placing and arm-raising—begin.  
The same exercise right.

- (b) *Hands on hips (place)*—Turn-step left sideward—1 to 3; straighten the left arm upward—4; bend the trunk right sideward—5; starting position—6; then repeat—7 to 12.

The same exercise right.

- (c) *Knuckles on hips (place)*—Swing-hop forward with knee-raising—begin—1, 2; 3, 4 (step-hop).

Execution.—Step left forward—1; hop on the left foot, at the same time swing the right leg forward—2; step right forward—3; hop on the right foot and swing the left leg forward—4. In this exercise the leg swung forward is bent at the knee, the foot and knee being turned slightly outward.

7. TACTICS. *In front ranks of four*—Four steps forward and half wheel left—march. Repeat with half wheel right.

## FIFTH GRADE—LESSON 12. WANDS



Figure 68

1. (a) (Without wands). *Hands on hips (place)*—Quickly bend and straighten the knees—1, 2.
- (b) *The arms fore-upward (raise)*—Bend the trunk fore-downward and swing the arms down—1; return—2.

2. *Wands behind shoulders (place)*—Lower the head obliquely left forward—1; return—2; lower the head obliquely right backward—3; return—4.

The same exercise opposite.

3. (a) *Arms for thrust (bend)*—Thrust forward, the wand vertical, the left arm up—1; return—2; the same with the right arm up—3; return—4.

- (b) *Obliquely left forward (stride)*—Turn the trunk left and raise the arms fore-upward—1; bend the trunk backward and arms for thrust—2; reverse—3; return—4.

The same exercise right.

- (c) Raise the arms fore-upward—1; lower the wand obliquely behind the back, left hand over the shoulder, right down—2 (Fig. 68); reverse—3; return—4.

The same exercise opposite.

4. (a) *Arms fore-upward (raise)*—Lunge obliquely left forward and place wand behind shoulders—1; bend the trunk obliquely right backward—2; reverse—3; return—4.

The same exercise opposite.

- (b) *Turn the trunk left and left forward (stride)*—Lower the trunk forward and bend the arms for thrust—1; bend the trunk backward and thrust upward—2.

The same exercise right.

5. (a) Raise the left leg crossed in rear and raise the arms fore-upward—1 (Fig. 69, shows the leg positions); lunge obliquely left forward and lower the wand obliquely behind the back, the left hand over the shoulder—2; reverse—3; return—4.

The same exercise right.

- (b) *Arms for thrust (bend)*—Raise the heels and thrust upward—1; bend the knees and lower the arms forward—2; reverse—3; return—4.

6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step obliquely left forward—1 to 3; place the right foot crossed in front and raise the left arm in a half circle overhead—4; repeat right—5 to 8. Use abbreviated command similar to Lesson 11.

The same exercise right.

- (b) *Hands on hips (place)*—Turn-step obliquely 1 ft forward and place the left foot backward—1 to 3; straighten the arms upward—4; bend the trunk right sideward—5; starting position—6; repeat left—7 to 12.

The same exercise right.

- (c) *Knuckles on hips (place)*—Swing-hop sideward left and right—begin—1, 2; 3, 4 (to and fro). Execution similar to the movement in Lesson 11.

7. **TACTICS.** *In front ranks of four*—Half wheel left and in four steps face right about—march. Repeat, wheeling right and facing left about.



Figure 69

(Showing position of left leg)



## FIFTH GRADE—LESSON 13. WANDS

(With wands). Place one end of the wand on the floor in front of the feet and grasp the other end with both hands.

1. (a) *The left knee forward (raise)*—Straighten the left leg backward—1; return—2.

The same exercise right.

(b) *Hands (clinch)*—Bend the trunk left, and raise the right fist under the right shoulder—1; reverse and the same exercise opposite—2.

2. (With wands). *Arms fore-upward (raise)*—Lower the head left and the arms left downward (the left arm is extended downward, the right hand is at the left shoulder)—1; return—2; the same right—3; return—4.

3. (a) *Arms for thrust (bend)*—Thrust left sideward and right upward—1 (Fig. 70); thrust right sideward and left upward—3; return—4.



Figure 70

(b) *Stride left forward and arms fore-upward (raise)*—Turn the trunk left and place the wand behind the shoulders—1; return—2.

The same exercise right.

(c) *Raise the arms left upward (the left hand is upward, the right hand is at the left shoulder, wand vertical)*—1 (Fig. 71); return—2; raise the arms right upward—3; return—4.

4. (a) *Stride left forward and raise the arms right upward*—1; bend the trunk left—2; reverse—3; return—4.

The same exercise opposite.

(b) *Lunge left sideward, bend the trunk right and arms for thrust (bend)*—Thrust left upward—1 (Fig. 72); return—2.

The same exercise opposite.

5. (a) *Raise the arms forward and raise the left leg sideward* 1; bend arms for thrust, replace the left leg and bend the knees—2; reverse—3; return—4.

The same exercise right.



Figure 71

(b) *Raise the left leg sideward and arms forward (raise)*—Bend the arms for thrust and bend the right knee—1; return—2.

The same exercise opposite.

6. (a) *STEPS. Arms sideward (raise)*—Three-rock-step left sideward—1 to 3; place the right foot crossed in front and place knuckles on hips—4; repeat right with arms raised sideward—5 to 8.

The same exercise right.

(b) *Hands on hips (place)*—Turn-step left sideward and place the left foot crossed in front—1 to 3; straighten the left arm upward—4; bend the trunk right sideward—5; starting position—6; repeat left—7 to 12.

The same exercise right.

(c) *Knuckles on hips (place)*—Swing-hop, forward four steps, then backward four steps—1 to 4; 5 to 8.

7. *TACTICS. In front ranks of four*—In four steps face left about and half wheel right—march.

Repeat, facing right about and wheeling left.

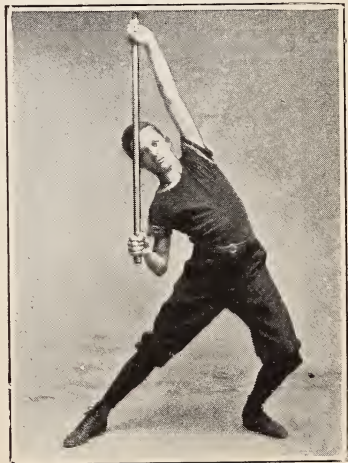


Figure 72

## FIFTH GRADE—LESSON 14. WANDS

1. (a) (Without wands). *Hands on hips (place)*—Quickly raise the left and right knee forward—1, 2.  
(b) *Hands (clinch)*—Swing the arms fore-upward and bend the trunk backward—1; return—2.
2. (With wands). *Arms for thrust (bend)*—Lower the head forward and thrust forward—1; return—2; lower the head backward and thrust upward—3; return—4.
3. (a) Raise the arms fore-upward—1; lower the arms back-downward—2 (Fig. 73); reverse—3; return—4.  
(b) *Stride left forward and arms forward (raise)*—Bend the arms for thrust and bend the trunk backward—1; return—2.

The same exercise right.

4. (a) *Arms for thrust (bend)*—Thrust upward and stride left backward—1; place wand behind the shoulders and bend the trunk backward—2; reverse—3; return—4.



Figure 73

(b) *Stride right backward and wand behind shoulders (place)*—Straighten the arms upward and bend trunk backward—1; return—2.

5. (a) Raise the arms forward and the left leg backward—1; raise the arms upward and bend the right knee—2; reverse—3; return—4.

The same exercise opposite.

(b) Bend the arms for thrust and bend the knees—1; straighten the knees, thrust upward and raise the left leg backward—2; reverse—3; return—4.

The same exercise right.

6. (a) **STEPS.** *Knuckles on hips (place)*—Three-rock-step obliquely left backward—1 to 3; place the right foot crossed in rear and bend the trunk left sideward—4; repeat the same obliquely backward right—5 to 8.

Use abbreviated commands.

(b) *Hands on hips (place)*—Turn-step left backward and place the left foot backward—1 to 3; straighten the arms upward—4; bend the trunk backward slightly—5; starting position—6.

(c) *Knuckles on hips (place)*—Swing-hop obliquely left forward four steps, then obliquely right backward four steps—1 to 4, 5 to 8.

7. **TACTICS.** *In front ranks of four*—Four steps in place, half wheel left and in four steps face left about—march. Repeat, wheeling right and facing right about.

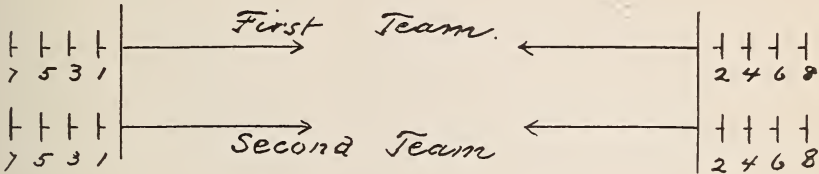
Note.—For typical yard lessons, see pages 37 and 38.

## GAMES FOR THE FIFTH GRADE.

The games of Grade IV may also be played. (See the work for the Fourth Year.)

### RELAY RACE.

In schools it is best to run this race "to and fro," as a shuttle race. Divide the class into teams of eight pupils each. Each team is so arranged that four stand at one end of the space to be covered and the other four at the other end:



The first one of each half "toes the scratch." The commands for starting the race are: "Get on your marks;" "Get set;" "Go." Upon the command "Go" Number 1, who has a flag (a handkerchief or a stick) in his hand, runs across the course and hands the flag to Number 2. Number 2 immediately runs across and hands the flag to Number 3 (who in the meantime has toed the scratch line), and so on, each member of the team running across the space once. The other teams of eight are doing likewise. The team getting its eighth runner across the line first wins.

### HUMAN BURDEN RACE.

This is an amusing variation of the relay race. The halves of the team stand about 25 to 30 feet apart. Upon the command "Go," Number 1 runs across the course, allows Number 2 to jump on his back, and immediately starts back to his original side. Arriving at the scratch line, Number 2 quickly dismounts. As soon as Number 3 has mounted on the back of Number 2, he races across to the other side. Here Number 4 mounts on Number 3, and so on until Number 8 has been carried across.

### POISON.

(Poison Snake, Wrestling Circle.)

Divide the class into small circles of about eight pupils each. In the centre of each circle place an Indian club (or a stick of cord wood about 15 inches high, or pile up a number of boys' hats or caps). This object in the centre of the circle is "poison." The players grasp hands and, by pushing and pulling, try to make one of the players touch or overthrow the "poison." The player doing so is poisoned and must leave the circle. This continues until one is left. This is a very strenuous game, and may be played during the coldest weather.

### HOPPING CONTESTS.

(a) Hop and Pull.

Divide the class into "ones" and "twos." The twos march twelve steps forward and face left about. Now let the first eight of each side step forward and each pair of opponents grasp right hands. Upon the command "Go" they all hop (on one foot) and try to pull their opponents over to their side. The side having pulled over the greatest number wins. In case a player is forced to place both feet on the floor the opponent wins. Then take the next eight, and so on.



## (b) Hop and Push.

Proceed as above. The opponents now grasp each others' shoulders, and while hopping try to push one another over into their territory.

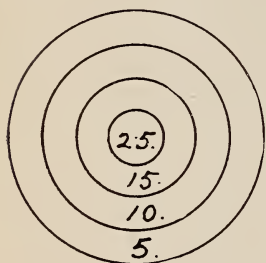
## (c) Foot in the Ring (Boys).

Divide the class into squads of about eight. For each squad draw on the ground a circle of about two feet in diameter. Boy Number 1 comes forward, places one foot in a ring, bending the knee and having the weight of his body over this foot. He then folds his arms and awaits the attack of pupil Number 2, who, also having his arms folded, hops forward. Number 2 hops around Number 1 (who keeps changing his front to where Number 2 is), until he finds a chance to attack Number 1 and, while hopping, push him out of the circle. If he succeeds he wins, and takes the circle, Number 3 coming forward to attack him, and so on. If, however, during the contest Number 2 gets both feet on the floor he loses, and Number 3 then comes forward to attack Number 1. The player in the ring, so long as his foot is in the circle, may cause the attacker to fall by evading or dodging him. The arms always must remain folded, and the pushing must be done with the shoulders and never with the raised arms. For very skillful players an exciting contest is had by putting two attackers against the one in the ring.

## (d) Free Hopping (Rooster Fight), (Boys).

Divide the class as above. This contest calls for the highest display of skill and endurance. Two players with folded arms hop about freely, each trying to force the other to place both feet on the ground, either by pushing or by dodging an attack. If in trying to avoid a fall a player touches the ground with his hand or any other part of his body except the foot he is hopping on, he is out. Players are not allowed to change feet during a "bout." The arms always must remain folded and held close to the chest.

## RING TOSS.



This is a game of skill. Divide the class into as many squads as there are sets of rings. A ring toss set consists of two bases and four rubber rings. The bases are placed from 10 to 15 feet apart. Each player gets two rings. Points are made by tossing the ring as close to the pin as possible.

A variation of this game is to draw three circles around the base, about one, two and three feet from the pin. Allow five points for a toss into the outer circle, ten points into the next, fifteen into the third, and twenty-five if a "ringer" is made.

Horseshoes will answer where no rings can be had.

## QUOITS.

The game of quoits is exactly like the game described above. You play for twenty-one points. As iron quoits are dangerous in school yards, rubber is advised. Buy only the best quality, as the cheap quoits will break in a few days.

## HOOP TOSS.

(Grace Hoops.)

This is a game of skill of the ring toss order. It consists of tossing a large ring or hoop by means of a stick to another player, who catches the hoop with a stick. A hoop toss set consists of two sticks and four hoops of about twelve inches in diameter. A pair of players stands from 20 to 40 feet apart each having a stick. Number 1, who has the four hoops, inserts the stick into

one hoop and tosses this over to Number 2, who may run to catch it. The hoop must be tossed so that it flies through the air horizontally. The other three hoops are thrown similarly. Then Number 2 tosses the hoops. If used as a team game, have four players on each team and count the number of catches made by each side.

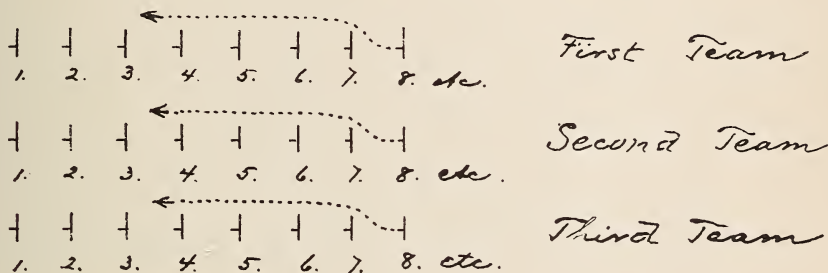
### LONG JUMPING ROPE.

After the girls have learned to jump into the rope when it is swinging toward them, make the performance more difficult by having them jump into the rope as it recedes. (The rope is swung away from the jumper.) Perform quarter and half turns after each second jump, and run out after a definite number of runs.

### BALL RELAY.

#### (a) Overhead.

Divide the class into three divisions, or as many divisions as there are basket balls or round foot balls to play with. Arrange them in three flank ranks, one pupil standing behind another, the one standing in front having a ball. Upon command, Number 1 passes the ball over his head into the hands of Number 2, he passes it to Number 3, and so on until the last one gets the ball. As soon as



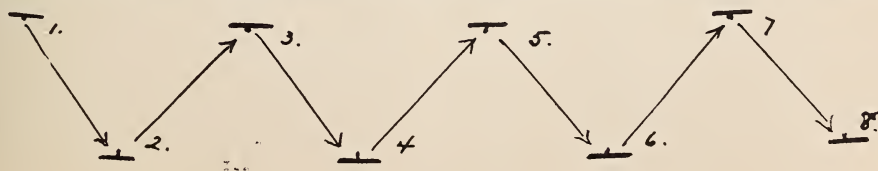
he has it he races along the right side, places himself in front of his rank, and then the relay again takes place from the first to the last. The last one again runs to the head of his rank and starts the relay, and so on until every player in the rank has run to the front. The last runner will be the pupil who originally headed the rank.

#### (b) Between the Feet.

A variation of the above game consists in having the players bend forward and stand with their feet apart. The play then consists of passing the ball backward between the feet. Every player must touch the ball as it is passed backward.

#### (c) Over and Back.

Divide the class into as many divisions (or teams) as there are balls. Each team now counts off from right to left. The even numbers take four steps forward and face left about. Upon the command "Go," Number 1 passes the ball over to Number 2, he to Number 3, he to Number 4,



and so on. The team first getting the ball into the hands of its last member wins. The ball may also be relayed to the last member of the team and then back again into the hands of the first.

An interesting variation of the game is found by requesting each team member to bounce the ball on the floor once and catch it before throwing it over to the next player.

Bouncing may be replaced by tossing the ball up into the air, or by bouncing first, then tossing up before throwing over to the next.

### CHASE BALL.

Divide the class into divisions of about twelve each. Each division is again divided into two teams. A basket ball or foot ball is given to one team, whose members throw the ball to one another. The other team tries to intercept and catch the ball. If they succeed, they try to keep the ball in their possession as long as possible. The players run about within the territory allowed them. The ball must never be taken out of a player's hands, and no tackling or rough play is allowed. This is a splendid cold weather game.

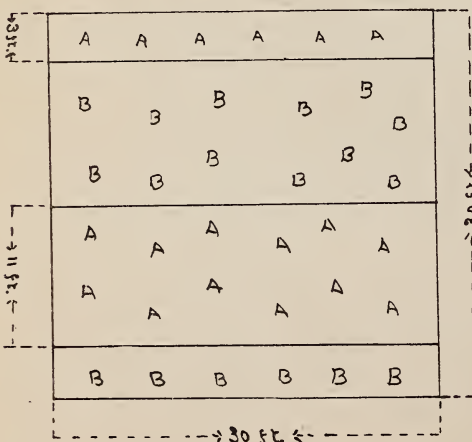
### MEDICINE BALL.

A medicine ball is a stuffed ball weighing from three to perhaps ten pounds, about the size of a basket ball or a little larger. As a rule, the weight determines the size of the ball. It requires much more strength to throw the ball and, often, more skill to catch it. Arrange the class in a circle. Let one player after another come forward, grasp the ball with both hands, bend forward and toss the ball as high as possible. The next player steps into the circle when the ball is tossed and tries to catch it. If the pupils are numbered as ones and twos, this simple game can be turned into a team game by keeping score of the number of catches of each side.

### END BALL.

(Corner Ball No. 1.)

The field is a 30 ft. square, divided into two equal parts. Across the outside end of each field is a smaller field or base 3 or 4 ft. deep. (See diagram.)



Any number may play. They are divided into two teams. About one third of each team are basemen, who take their places in the base or outer field at one end, while the others are guards, and take their places in the inner field on the opposite side of the center line.

The game may be played in halves of five minutes or for any length of time. Play is continuous during this time.

A point is made whenever a baseman catches the ball (a basket ball) from a guard of his own team.

#### Rules.

The game is in charge of a referee, who calls all fouls. At the beginning of the game (or at the beginning of each half), he tosses the ball up in the center, between two opposing guards.

All players must keep within their own fields.

If the ball rolls or is thrown over the boundary line of any field, the player nearest the line in that field gets the ball, and brings it in to the line, at the point where it crossed. From there he throws the ball to one of the players in the same field.



## CORNER BALL.

(No. 2.)

The field is an oblong 30 ft. x 40 ft., divided into two equal parts. (Any space may be used if this size is not available.) Each part contains two bases, placed in the far corners. A third may be added if desired. (See diagram.)

Any number may play. They are divided into two teams. Two players of each team are basemen and the others are guards. Their positions are shown in the diagram.

The bases are three (3) ft. square.

The object of the game is to throw the ball from a guard to a baseman of the same team.

The game is played in halves of five (5) or more minutes each. Play is continuous during this time, the only stop being that made to call a foul.

A point is made whenever a baseman catches a ball (a basket ball) from one of the guards of his own team. It must be a fair throw, that is, the ball must not touch the ground, wall, or ceiling before being caught by the baseman.

## Rules.

Guards are not allowed to cross the center line, nor to step into the bases, nor out of the field of play.

Basemen must always have both feet in their bases, but they are allowed to jump up to catch the ball.

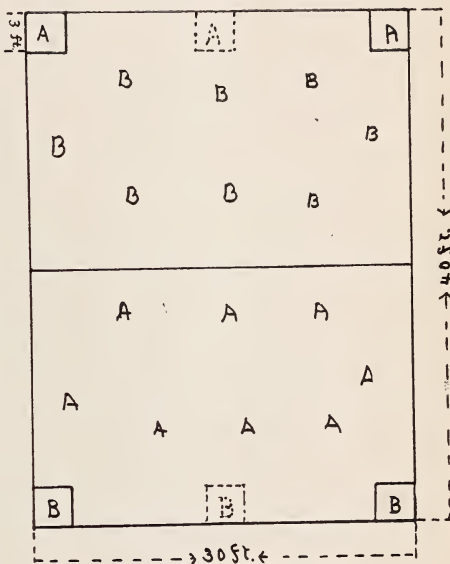
The game is in charge of a referee, who calls all fouls. At the beginning of each half he tosses the ball up in the center of the field, between two opposing guards. In case of a foul he gives the ball to a guard of the other team.

There shall be a scorer, who is also time-keeper.

If in the course of play the ball rolls or is thrown off the field, it shall be brought back by a guard of the team whose line is crossed. He shall put the ball in play by standing on the line, at the place where the ball left the field, and throwing it to one of the guards of his own team.

Fouls are made as follows:

1. Carrying the ball (taking more than one step).
2. Striking or touching the ball when it is in the hands of a player.
3. Holding, pushing, striking, or tripping an opponent.
4. Stepping across the center line, or out of the field, with one or both feet.



## BAT BALL.

Bat Ball is a simplified form of base ball. It may be played by an indefinite number of players. Three or four players are on the "ins," the rest are on the "outs." The "outs" are divided into a catcher, a pitcher, a baseman, and fielders. In a school yard the game is played with a basket ball. This is batted either with the hand or the fist. In an open field the game may be played with a base ball and a bat. The players on the "ins" bat one after another, the customary rules of base ball applying to the mode of playing. Whenever a player has been put out all the opposing players move up one, *i. e.*, the catcher goes to the "ins," the pitcher is made catcher, the first baseman be-

comes pitcher, the first fielder goes to first base, etc., while the player "put out" becomes the last fielder. A player on the "ins" stays there until put out. In this simplified form this game is adapted for girls, but the ball should be light, and should be pitched, not thrown.

### THREE DEEP.

This game is described in Lesson 15, page 37.

### HOPPING CIRCLE.

This game is described in Lesson 16, page 38.

## QUIET YARD GAMES FOR WARM DAYS.

### SIMON SAYS, "THUMBS UP."

The players are seated or stand in a circle. The leader says, "Simon says, 'Thumbs up,' (down, wiggle-waggle, or any movement), at the same time turning his thumbs as he says, and followed by all the players. If, however, he omits to say "Simon says," he may do the movement, but no one else may, only those movements preceded by the words "Simon says" being imitated.

### ARMS, LEGS, AND TRUNK.

A circle is formed, the place of each player being marked with chalk or in any other way. One of the players, standing in the center, points to anyone in the circle, saying "Arm" (or leg, or trunk), and then counts rapidly to ten. If the player to whom he points does a movement with the part mentioned before the leader finished counting, the leader goes on and points elsewhere, until some one fails to do a movement with the part called for. The player then steps out of the circle. The leader may at any time call out "Change," when all must change places, whoever fails to secure a place becoming the next leader.

### BUZZ.

The participants are resting from some lively running game, and seated in a circle, or around the room. One person begins by saying "one," the next "two," the counting continuing around the circle; but, whenever the number "seven" is reached, or any multiple of seven, as 14, 21, etc., or any number having the word seven in it, as 17 or 27, it must not be given, but in its place the person says "Buzz," and the following number is counted by the next player. On the failure of any one to say "Buzz" at the proper time, he is dropped from the circle. Thus the game proceeds, usually commencing with counting "one" again each time a person misses, until but one player is left to score the victory. Some action or movement, as clapping of hands, etc., can be substituted for the speaking of the word "Buzz."

### SAVE YOURSELF IF YOU CAN.

The group of players form in a half circle or in a straight line, and before them stands a "story-teller." The story-teller tells a story in which occur the words, "Save yourself if you can." As soon as these words are pronounced all the players repeat them, then rush to a distant goal, stamp the ground three times, knock three times, clap hands three times, or do something else, mutually agreed on, three times, and then return to the starting point. The first one to arrive becomes the next story-teller. Any player who does not perform the required act three times, is shut out from the game.

## TOSSING THE CAP.

The players are seated, or stand in two lines facing each other, while the leader tosses up a cap so that it will alight between the lines and in sight of everyone. If it alights top up, one side (as agreed upon before) laughs; if bottom up, the other side laughs. If anyone laughs when he should not, he steps out of the game. Those made to step out may, later, be made to run the gauntlet, or receive some other kind of punishment.

## ROUNDELS.

## THE JOLLY CROWD.

Music: "In the Barn," by Charles Lindsay.\*

The arrangement and the steps of this roundel are very simple. Any number of pupils can take part. The class is to be arranged in open order, the pupils being at arm's length apart. Each measure of music has two counts. While there are seven parts to both music and roundel, parts 3, 5, 6 and 7 are repetitions.

Note.—The touch-step spoken of in the dance consists of quickly raising the leg forward (or in any other direction), then touching the extended foot lightly on the floor (like in a foot placing), and again quickly raising it.

## Part I. 8 Measures, 16 Counts.

1-2. (Knuckles on hips)—Touch-step left forward and backward (counts 1 and 2), then change-step left (counts 3 and 4). When touching the left foot forward slightly bend the right knee, also, slightly bend the trunk forward; when touching the left foot backward turn the head right.

3-4. The same exercise right, but while performing the change-step face left about (counts 5 to 8).

5-8. Repeat measures 1-4 (counts 9 to 16).

## Part II. 16 Measures, 32 Counts.

1-2. With a quarter turn left, three steps forward and touch-step right forward (counts 1 to 4).

3-4. With a half turn right repeat this movement in the opposite direction, *i. e.*, to the right, and touch-step left forward (counts 5 to 8).

5-8. Repeat measures 1 to 4 (counts 9 to 16).

9-16. Repeat measures 1-8, but when executing the touch-step bend the stationary leg and slightly bend the trunk forward, and at the same time swing the rounded arms sideward (counts 17 to 32).

## Part III. 8 Measures—is like Part I.

## Part IV. 16 Measures, 32 Counts.

1-2. Step and leap left sideward (counts 1 and 2), and touch-step right forward and backward (counts 3 and 4).

3-4. Repeat measures 1-2 to the opposite side (counts 5 to 8).

5-8. Repeat measures 1 to 4 (counts 9 to 16).

9-16. Raise the arms sideward and repeat measures 1 to 8. When performing the touch-step right forward and backward place the knuckles of the right hand on the hip and raise the left arm in a half circle overhead (vice versa when to the right), (counts 17 to 32).

## Part V. 8 Measures—is like Part I.

## Part VI. 16 Measures—is like Part II.

## Part VII. 8 Measures—is like Part I.

In performing the steps, follow the "swing" of the music to which this dance has been written.

\* Published by Theo. Presser, Philadelphia.



## BUTTERFLY DANCE.

Music: "Eros," Scherzo Valse, by George Dudley Martin.\*

Any number of pupils can take part in this roundel. The class is arranged in open order at arm's length distance. The music is written in three-quarter time. There are seven parts to both music and roundel, but parts 3, 5, 6 and 7 are repetitions.

## Introduction. 8 Measures.

1-8. Pose; raise the arms sideward and hold them there.

## Part I. 16 Measures.

1. Move the left arm down and right sideward (both arms are now right sideward).
- 2-3-4 and 5. Cross rocking-step left, right, left and right sideward with arm swings (in a half circle downward) in the same directions. When performing the cross rocking-steps a slight trunk bending in the direction opposite to the arm swings takes place. (Both arms are now right sideward).
6. Swing the left arm down and left sideward, and at the same time swing the right arm down and up in a circle outward to a position right sideward (both arms are now sideward). This arm position is held during the 7 and 8 measures.
7. Place the right foot crossed in rear (behind the left), bend the knees and slightly bend the trunk forward.
8. Straighten the knees and trunk, and hold this position.
9. Move the right arm down and left sideward (both arms are now left sideward).
- 10-16. Repeat measures 2 to 8, but to the opposite side.

## Part II. 16 Measures.

- 1-2-3. Three glide rocking-steps left sideward. The arms are held sideward in an easy position and sway slightly during the sideward movement.
4. Place the right foot crossed in front, slightly bend the trunk right sideward, place the right knuckles on the hip and raise the left arm in a half circle overhead.
- 5-6-7 and 8. Repeat measures 1 to 4 to the opposite side.
- 9-16. Repeat measures 1 to 8.

## Part III. 16 Measures. Repeat Part I.

## Part IV. 32 Measures.

- 1-2. Pose, with the arms raised sideward.
- 3-4. Cross-rocking-step obliquely left forward and right backward. When stepping left, the left arm is swung in a half circle overhead and the right knuckles are placed on the hip; (vice versa when stepping right).
- 5-6-7 and 8. Repeat measures 1 to 4.
- 9-10-11-12. Swing-hop forward (left, right, left and right), the knuckles placed on hips. (Execution: On count 1 step left forward, on count 2 and 3 hop once on the left foot, at the same time swinging the bent right leg crossed in front of the left; on counts 4, 5 and 6 repeat right).
- 13-14-15-16. Repeat measures 9 to 12, but step backward. (The leg-crossing while hopping is, however, executed in front).
- 17-32. Repeat measures 1 to 16.

## Part V. 16 Measures. Repeat Part I.

## Part VI. 16 Measures. Repeat Part II.

## Part VII. 16 Measures. Repeat Part I.

Note.—If at an exhibition a longer performance is wanted, this may be had (after executing the seven parts) by having the pupils face toward the center, i. e., one-half of the class faces left and the other half right. The side movements in both roundels should then be performed to the front and the rear of the room or hall. After the whole dance has been repeated in this formation, the pupils again face to the front and repeat Parts I to VII as written.

\* Published by Theo. Presser, Philadelphia.

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## MEMORANDUM



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